Instruction Manual for Braille Transcribing

Unified English Braille Edition, 2015

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REVISION LOG FOR PDF UPLOADS OF INSTRUCTION MANUAL FOR BRAILLE TRANSCRIBING UEB EDITION 2015

(Last Updated: August 5, 2020)

This document contains information about revisions to the uploaded PDF files of the Instruction Manual. Individuals who downloaded the files prior to their most current upload dates should note this information about what has been changed. If you encounter any errors in the course material, please email transcribers@nfb.org.

DRILLS SUPPLEMENT

[All copies of the Drills downloaded before the March 28, 2017 version are now out of date and should be replaced.]
March 28, 2017: Drill 36 #9, fixed so that the italics terminator follows the comma. Drill 39 #9, italicized the two Greek letters (this could be accepted either way). On the two title pages at the back, fixed the format of the publisher's information and transcriber's affiliation/city/state; added the base code to the transcription information (BF 2.3.7). Fixed the special symbols page at the end to match the one in the manual.

FRONT MATTER

November 28, 2016: Updated contents to match changes in Lesson 11; removed reference to Appendix B; added revision date to end of front matter.

LESSON 1

April 2, 2015: Made small correction to reading exercise

LESSON 2

May 28, 2015: Modified example in 2.8b.

March 28, 2017: Modified examples at the end of 2.1; expanded and added examples to 2.7a for clarification; added the revision date at the end of the lesson.

LESSON 3

November 21, 2019: Revised §3.1 to reflect the October, 2019 updates to UEB Rule 7.6 from the International Council on English Braille. The name and usage of the symbols for dots 236 and 356 have changed. The effect of the change is minimal, but the explanation needed revision for accuracy. Added the revision date at the end of the lesson.

LESSON 4

February 25, 2019: Made slight changes to the note in 4.2a to fine-tune the language; clarified language in 4.2c; added the revision date at the end of the lesson.

LESSON 5

December 8, 2015: Removed reference to *GH* groupsign from 5.3b as it has not been introduced yet; fixed some instances of outdated terminology

LESSON 6

February 25, 2019: Clarified the first sentence of 6.1; placed an additional rulebook reference in the heading for 6.2; expanded the third sentence in 6.2; in sentence 15 of the exercise, changed Ingram to Bingo; in the summary at the end of the lesson, added a bullet point to expand on a summary of the standing alone rule, added to the point about words with interior apostrophes, and added "the" to the contractions that cannot be used with aspirated h; added the revision date.

LESSON 7

November 28: Small edits, no content change; added the revision date to the end of the lesson.

LESSON 8

February 16, 2016: Removed "headdress" from examples in 8.1c and added "doggone."

LESSON 9

December 2, 2015: On page 9-1, fixed middle column heading on first page to match font of other two column headings. Fixed spelling of "somersault" in 9.2f.

LESSON 10

April 22, 2016: Rearranged sections 10.1 and 10.2; re-worded some instructions in both of these for clarity; added some examples to what is now 10.2c; added to exercise the instruction to use a 3-1 margin.

LESSON 11

November 14, 2016: Fixed the format of the shortforms list; deleted an extraneous paragraph break from the reading practice; added the revision date at the end of the lesson.
February 25, 2019: In 11.3a, replaced one of the examples of words not standing alone with one that includes a capital indicator in the middle of the word; in 11.3b(1), changed the B in fastBraille to lowercase because a capital indicator in the middle of a word makes it no longer standing alone; removed reference to reading exercise—there is no reading exercise for this lesson; changed the revision date.

LESSON 12

November 14, 2016: In the examples in 12.2b, corrected two instances in which print was not followed for the use of hyphens and dashes; the example in 12.3 now shows "st" groupsign in "just-ice" which was omitted in error; Drill 31 sentence 12, corrected presentation of capitalization; sentence 2 in the exercise, added period at the end which was omitted in error; removed extra "e" from "me"; added the revision date to the end of the lesson.

LESSON 13

September 14, 2016: Moved the prime and double prime in the chart in 13.3 so that the symbols are in braille order; removed the words "Eh what?" from

the end of Exercise 13; added a missing bracket in one of the examples; added the revision date at the end of the last page.

LESSON 14

March 10, 2017: Fixed simbraille on superscript and subscript in 14.6; Added upload date to the end of the lesson.

LESSON 15

June 15, 2016: 15.1a clarified the last two sentences; 15.1b removed the word "immediately" from the last sentence; 15.1d added a clarifying sentence; 15.1g changed the example; 15.1i added examples of two different types of hyperlinks; 15.1i(1) Changed sixth bullet so it matches with instructions in 15.5 about typeforms in displayed material; 15.1i added a #4 and #5 under "do not use ..."; 15.4b clarified sentences and added another example; exercise sentence #29 removed italics from one of the words.

LESSON 16

November 21: Completely revised 16.2 to reflect the October 2019 update to UEB §7.6 released by the International Council on English Braille. In the third example under 16.3a, added a missing grade 1 symbol indicator to "y". Updated the revision date at the end of the lesson.

LESSON 17

November 20, 2019: Revised the simbraille example of a page change indicator On page 17-2 to show "page 2"; corrected the spelling of two instances of the word "principal".

LESSON 18

April 17, 2017: Removed 2nd paragraph in 18.1; updated some of the BF references; in 18.3b, revised the paragraph that starts "when a stanza…"; fixed some formatting issues; added the date to the end of the lesson.

LESSON 19

April 3, 2017: Revised the example table of contents on page 19-18; updated the date at the end of the lesson; revised information in the following sections to align with *Braille Formats 2016*:
• 19.2b(4)e
• 19.2b(7) (second paragraph)
• 19.4b
• 19.4c

February 25, 2019: In 19.2b(7) and 19.4c, changed capitalization of end-of-volume indicator to align with *Formats* 1.6.5; clarified bracketed sentence above example in 19.1c.]
August 5, 2020: In the exercise, added the printing history which was inadvertently omitted from the copyright page.

LESSON 20

September 2, 2015: First upload

Appendix A

December 2, 2015: Removed repeated text in Lesson 9

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Preface to 2015 Edition

Since January of 2007, the courses leading to certification as a braille transcriber or proofreader have been administered by the National Federation of the Blind (NFB) under a contract with and on behalf of the National Library Service for the Blind and Physically Handicapped, Library of Congress (NLS). As longtime advocates of braille literacy, we in the NFB are pleased to continue to work with NLS to implement this critically important program. We are dedicated to significantly increasing the quality and quantity of braille transcription, thus making braille literature and instructional materials more available to the blind of America. We are indebted to Judith Dixon, Tamara Rorie, and many others from the National Library Service for the Blind and Physically Handicapped for their ongoing assistance in making this partnership a successful one, and for their tireless dedication to the field.

The 2015 edition of the *Instruction Manual for Braille Transcribing* has been created with two primary purposes in mind. First, the adoption of Unified English Braille to replace English Braille, American Edition as of 2016 necessitated the revision of most of the lessons to reflect the changes. With the advent of UEB, many of the braille rules have become more streamlined, and many exceptions have been eliminated. The division of words between lines to save space on paper, once a prominent feature in this course, is now no longer required to be used in any of the lessons but is discussed in §10.13 of *The Rules of Unified English Braille.*

Second, the revision is intended to provide an introduction to the use of modern tools for braille production. The role of a braille transcriber today often includes much more reading and editing than direct entry of text. Therefore, additional reading practice has been added to the course, and some reading exercises will be submitted to the instructor. Braille transcribers must be thoroughly knowledgeable about the braille dots, and they must also be knowledgeable on how to utilize today's tools to produce braille in a timely fashion while still maintaining the highest quality. For the earlier lessons, students should utilize six-key entry method for transcribing the drills and exercises. However, in later lessons, having demonstrated their ability both to read braille and to transcribe it manually, they are not restricted to the use of six keys and are taught some of the general concepts necessary to the efficient use of braille translation software.

We wish to express our sincere gratitude for the essential contributions of several individuals. We are indebted to Constance Risjord, the author of several previous editions of this manual; her work forms the basis for this new edition, and her continuing contributions to braille instruction during this time of transition are immensely valuable. We are thankful to Jan Carroll, Sharon

Monthei, Susan Mattson, Robert Clapper, Kathy Desmarais, Stacy Fontenot, Lisa Hall, Linda Jacobson, Jill Pariso, Allison O'Day, Julie Sumwalt, Mary Czepyha, Frances Mary D'Andrea, Saralyn Borboa, Trisha Tatam, and Steven Booth for their review of various aspects of this manual with exacting attention to detail. We also appreciate and welcome the feedback of students, instructors, and many others who have made helpful suggestions for improvements in the past and whom we count on to continue to do so as needed with this latest revision.

Jennifer Dunnam
Manager of Braille Programs
National Federation of the Blind, Jernigan Institute
January 2015

General Course Instructions

Purpose and Scope

This manual is designed for use in the correspondence course in English braille transcribing conducted by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), and for use by instructors of braille classes. The course is intended to familiarize the student with the braille system, with braille contractions and their usage, and with the rules of braille transcribing. Rules are set forth by the International Council on English Braille (ICEB) and by the Braille Authority of North America (BANA) and published in *The Rules of Unified English Braille* (UEB). In January 2016, UEB will be the general-purpose code in use in the United States, along with other specialized braille codes and guidelines set forth by the Braille Authority of North America.

A source citation appears in brackets following each main heading in this manual. The citation refers to the rule and section of the latest edition of the official code, *The Rules of Unified English Braille, Second Edition 2013,* or to *Braille Formats: Principles of Print to Braille Transcription 2011 (BF),* upon which the information in the following material is based. *See* and *see also* references refer to sections within this book.

Great care has been taken to ensure that very few of the sentences in the drills and exercises in this manual contain words that require the use of contractions not yet studied. While greatly restricting the choice of words and types of sentences in the earlier lessons, this practice helps prevent the student from acquiring the habit of brailling words incorrectly.

Throughout this manual examples are presented in simulated braille (dots reproduced in print). The student is directed to study them carefully. They show how the rules work in practice and also peculiar situations where a rule is inapplicable. When simulated braille is not used in examples, contractions are shown enclosed within parentheses.

Appendix A at the back of this manual gives the correct print for the simulated braille reading exercises that appear at the end of many lessons.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon successful completion of the course, the student should be competent to deal with these problems. However, no attempt is made here to train the student in the transcription of specialized materials. Therefore, before attempting to braille a textbook of any kind, the transcriber must be thoroughly familiar with the rules provided in the latest revision of *Braille Formats: Principles of Print to Braille Transcription,* available online at *www.brailleauthority.org.* If called upon to braille technical material on mathematics or science, the transcriber first must study the latest revision of *The Nemeth Braille Code for Mathematics and Science Notation.* The transcription of music must be in accordance with provisions set forth in the most recent edition of the *Braille Music Code.* These

publications may be purchased from the American Printing House for the Blind, (800) 223-1839 or www.aph.org.

The National Federation of the Blind currently administers the braille certification courses under contract with the National Library Service for the Blind and Physically Handicapped. All persons using this manual are invited to submit comments, criticisms, or suggestions regarding it to the Braille Certification Training Program, National Federation of the Blind, 200 East Wells Street *at Jernigan Place,* Baltimore, MD 21230. These will be studied carefully and given serious consideration in the preparation of any revision.

How to Enroll

Please visit http://www.nfb.org/transcribers or call (410) 659-9314 (ext. 2510) to obtain an information packet explaining the braille transcription course and an application form.

Equipment

The following equipment and supplies will be required for use by the student:

- The latest editions of *Instruction Manual for Braille Transcribing* and *Drills Reproduced in Braille,* available for download from http://www.nfb.org/transcribers, and provided in hard copy as needed to U.S. citizens and residents enrolled in the course.
- The latest edition of *The Rules of Unified English Braille,* also available for download from the above URL. At this writing, the latest revision is dated 2013.
- A collegiate edition of any reputable dictionary less than ten years old. Online dictionaries such as www.dictionary.com are also permissible.
- Braille transcription paper measuring 11 x 11½ inches. A good source for braille paper is the American Printing House for the Blind, (800) 223-1839 or www.aph.org. If paper is ordered locally, specify 90-lb. card stock with the grain running along the 11-inch dimension. (Note that braille paper is not necessary if lessons will be submitted electronically. However, the manuscript must be submitted on paper—see Lesson 20 for more information).
- A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02472. (An eraser is not necessary if lessons will be submitted electronically).
- A braillewriter or a computer using a direct-input braille program. Direct-input programs require the user to braille using only six keys, much in the same manner as when using a braillewriter. Translation programs, where the user types in the material on a standard keyboard and the type is then translated into braille, are not allowed for use until later lessons in this course. Exercises must be submitted in hard copy (embossed) braille, or by

e-mail with the electronic file as an attachment. Simulated braille (dots reproduced in print on paper) will not be accepted.

Computer Program. A six-key computer program called Perky Duck can be downloaded free of charge from http://www.duxburysystems.com. Instructions for use of Perky Duck can be obtained from its distributor or from the National Federation of the Blind. Other computer programs provide for the use of six-key entry, but if the program provides any automatic features such as running heads or page numbers, these must be disabled. All spacing, centering, and line breaks must be performed manually for the first 12 lessons.

Braillewriter. While there are a number of braillewriters on the market, the Standard Perkins brailler has been found to be an eminently satisfactory machine. Purchase information and instructions for its operation are available from the distributor, Howe Press, 175 N. Beacon Street, Watertown, MA 02472. Note that other models of Perkins Braillers such as the Next Generation and the Smart Brailler cannot be used for this course because they cannot accommodate a 40-cell line.

Use and Preparation of Drills, Reading Practices, and Exercises

Drills and reading practice. Material in this manual is divided into twenty lessons. Lessons 1–16 each contain one or more drills, and many lessons each have a reading practice. These are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor. The braille supplement, *Drills Reproduced in Braille,* which accompanies this manual, contains correct transcriptions of all drills. In order to derive maximum benefit from them, it is imperative that the student first braille the drill and then compare the results with the corresponding drill in the supplement. The reading exercises should be written out in print before comparing them to the printed versions found in Appendix A. For further practice, the print version of the reading exercise can be brailled and then compared with the simulated braille in the lesson.

Exercises. The exercise at the end of each lesson is designed to test the student's ability to deal with problems presented in that lesson and also to serve as a review of previous lessons. These exercises must be submitted to the instructor for examination and correction. Students enrolled in the correspondence course must submit *each* exercise to the instructor on braille paper or in an electronic file via e-mail. Exercises submitted on thermoform paper or in simulated braille printed on paper will not be accepted. Only one exercise at a time should be submitted. After successful completion of some of the exercises, the student will be provided with an additional reading exercise to be submitted before proceeding to the next lesson. Those students who are

taking instruction elsewhere need submit only the trial manuscript, as described in Lesson 20, to the National Federation of the Blind for certification by the Library of Congress.

Braille page margins and line length. The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11½ inches wide and 11 inches long. This also applies to students of the transcription course when submitting exercises and/or the trial manuscript. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress requires a left-hand margin of *at least* one inch. The right-hand, top, and bottom margins should measure at least one-half inch. *These measurements allow for a page of twenty-five lines with 40 cells per line.*

In order to ensure proper margins and a clear copy of the entire braille page by thermoform duplication, the margins on a Perkins braillewriter, which has a 42-cell per line capability, should be set so that it is not possible to braille in the first cell at the left margin or in the last cell of the line.

All references to cell numbers (for example: Start in cell 1 ...) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the second cell on the machine. A good way to set the margins in the brailler is to insert a piece of paper into the machine; push the margin release tabs (located at the rear of the machine) open as far as possible, and, by pushing all six keys at the same time, braille a line of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

Centering a heading. With the exception of the exercise in Lesson 1, the first line of every page of an exercise should carry a fully capitalized centered heading, called a "running head." To center a heading, first count the number of cells that the heading will occupy. Subtract that number from 40 (the number of cells on a line). Divide your answer in half and that will tell you how many blank cells should precede and follow the heading. When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left, so that the extra blank cell is to the right of the heading. When counting the number of cells needed for a centered heading, remember to include in your count contractions, spaces, punctuation signs, and indicators. Also, remember that contractions take fewer cells than the letters they replace.

A blank line should follow the centered running head only on the first page of each exercise. All other pages should have the running head on the first line and the exercise continuing on the second line.

Page numbering. Beginning with the exercise in Lesson 2, place consecutive braille page numbers at the right margin, preceded by three blank cells, on the last line of each page (line 25).

Erasures. Erasures (sometimes done when brailling directly onto paper) should be resorted to only rarely, and then they should be made with the greatest care. In order to execute a neat erasure, place the paper on a smooth, hard surface such as a piece of glass or a mirror. Place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Then move the eraser in a circular motion until the dot has been completely leveled. Do not scrub the paper. Be certain that no adjacent dots have been lowered and, if so, reinforce them with the braillewriter.

Because even good erasures are often detectable and confusing to the braille reader, *an erasure should not be made if it would result in a blank cell. Do not erase more than one dot in a cell. Do not erase at the end of a line or in a page number. If the grader can feel an erasure, it will be counted as an error.*

Proofreading. Careful proofreading is the key to becoming a successful transcriber. At first, a sighted student may encounter some difficulty in reading the braille that he or she produces. This situation can be helped by reading what has been brailled, letter-by-letter, and writing it out in longhand. This procedure will not be necessary for long. Soon the eyes will start recognizing clusters of dots as individual characters.

As an exercise is being done, proofread each sentence on the computer screen or while the paper is still in the machine. The exercise should be proofread again when it is complete. And finally, after letting the material rest for several days, the entire exercise should be proofread again. *The pages with errors should be redone so that the exercise, when presented to the instructor, is as perfect as the student can make it.*

Grading

After the instructor has examined each exercise, the student will receive a detailed report pointing out errors and making helpful comments and suggestions. Grading is up to the instructor's discretion. Depending upon the number and type of errors made, the student will be asked to resubmit sentences in which errors occurred, or the entire exercise may have to be repeated. When the instructor is satisfied that the student has mastered the material, a new assignment is made. In general, with the practice provided by the drills and the assistance of the instructor's reports, it should be possible for students to submit an acceptable exercise on the first or second attempt.

Certification

After finishing the lessons in this manual, certification as a braille transcriber is achieved by submission of a thirty-five braille-page manuscript. Details for preparing the manuscript, and information about the grading process, are located in Lesson 20.

Mailing Materials

Submitting exercises. All exercises brailled on paper should be mailed to:
National Federation of the Blind, Braille Certification Training Program
200 East Wells Street, *at Jernigan Place*
Baltimore, MD 21230

The braille pages should never be folded or rolled. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille. Electronic submissions should be emailed as an attachment to transcribers@nfb.org. The student's name and the lesson number should be included in the subject line of the email.

Mailing the trial manuscript. *The trial manuscript must be submitted on paper.* In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper sequential order with the embossed side facing up. Then bind them securely together. A print copy of *all* of the front matter from the book chosen for the manuscript, a copy of all of the print pages that were transcribed, the letter to the grader (as described in Lesson 20), and the braille manuscript should be placed in a box or adequately wrapped to protect them from damage. Photocopies of the print are acceptable.

[Front Matter last updated November 28, 2016.]

Lesson 1

The Braille Alphabet and Numbers

1.1 In General

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are referred to by number and correspond to the keys on a braillewriter.

Braille Cell

1	•	•	4
2	•	•	5
3	•	•	6

Braillewriter

U U U	[[[[]]]]	U U U
3 2 1		4 5 6

1.2 Methods of Braille Transcription

There are three basic methods of braille transcription: 1) braille transcription software on a computer; 2) manual braille typewriter (braillewriter); and 3) slate and stylus.

For easier duplication and distribution of materials, transcribers generally use computers for their work, either by typing the material using six keys corresponding to the braille cell as shown above, or (after being thoroughly trained in the reading and writing of braille) with assistance from software that translates from print to braille. Material transcribed using a computer may be either embossed onto paper or provided in electronic format so that it can be read using an electronic refreshable braille display.

The braillewriter uses six keys corresponding to the braille cell as shown above.

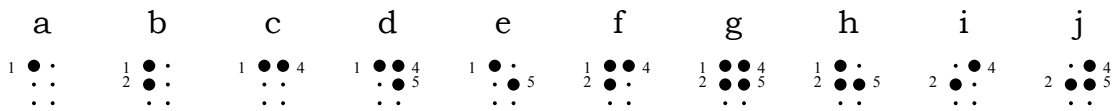
The use of the slate and stylus is equivalent to writing with a pen or pencil. Although it was once a primary method of transcribing braille, the slate and stylus cannot allow for the speed and ease of distribution

necessary in modern braille production and is therefore not generally a practical tool for this purpose unless no other means are available.

1.3 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the braille system.

Memorize the following letters by their dot numbers and configurations.



Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailling the following words. Reading across, start each line in the first cell. Leave one blank cell (space) between words. Your work on this and all subsequent drills should not be submitted to the instructor for correction. Instead, check the accuracy of your work by comparing it with the correct braille form in the accompanying supplement, *Drills Reproduced in Braille.*

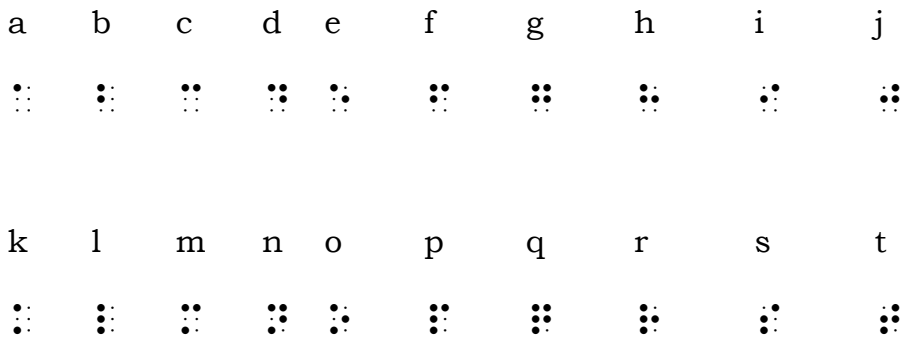
acid acacia badge beige babe cage cicada

deface dice ebb egg fad fief gag gage

hag hajji hide hie id if idea jag jade

1.4 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to *a*, *l* by adding dot 3 to *b*, and so on.



Drill 2

Practice the letters learned by brailling the words in the following drill.

kick kneel lair llama manor melon mammal

noise notice orange orphan popcorn pope

possessor qoph rapport rascal sassafras

tattletale tragic trio tort ticket tide

1.5 The Last Six Letters of the Alphabet

The letters *u, v, x, y,* and *z* are formed by adding dots 3 and 6 to the first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a*, and so on. The letter *w*, dots 2456 (⠺), does not fit into this pattern because Louis Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter *w*.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠛	⠓	⠊	⠚

k	l	m	n	o	p	q	r	s	t
⠅	⠇	⠍	⠝	⠕	⠏	⠟	⠗	⠎	⠞

u	v	w	x	y	z
⠥	⠧	⠺	⠭	⠽	⠵

Drill 3

When you have learned the final six letters of the alphabet, braille the following words for practice.

quiz ukulele ultimatum vacillate vaguely

wigwag wield weird xylem xebec yolk yew

zebra zombie zoological zygoma ooze maze

1.6 **Numbers** [UEB §6]

There are no special braille symbols for cardinal numbers. Instead, the numbers 1 through 0 are expressed by the letters *a* through *j* preceded by the *numeric indicator,* dots 3456 (⠼).

1	2	3	4	5	6	7	8	9
⠼⠁	⠼⠃	⠼⠉	⠼⠙	⠼⠑	⠼⠋	⠼⠛	⠼⠓	⠼⠊

10	14	59	87	103	965
⠼⠁⠚	⠼⠁⠙	⠼⠑⠊	⠼⠓⠛	⠼⠁⠚⠉	⠼⠊⠋⠑

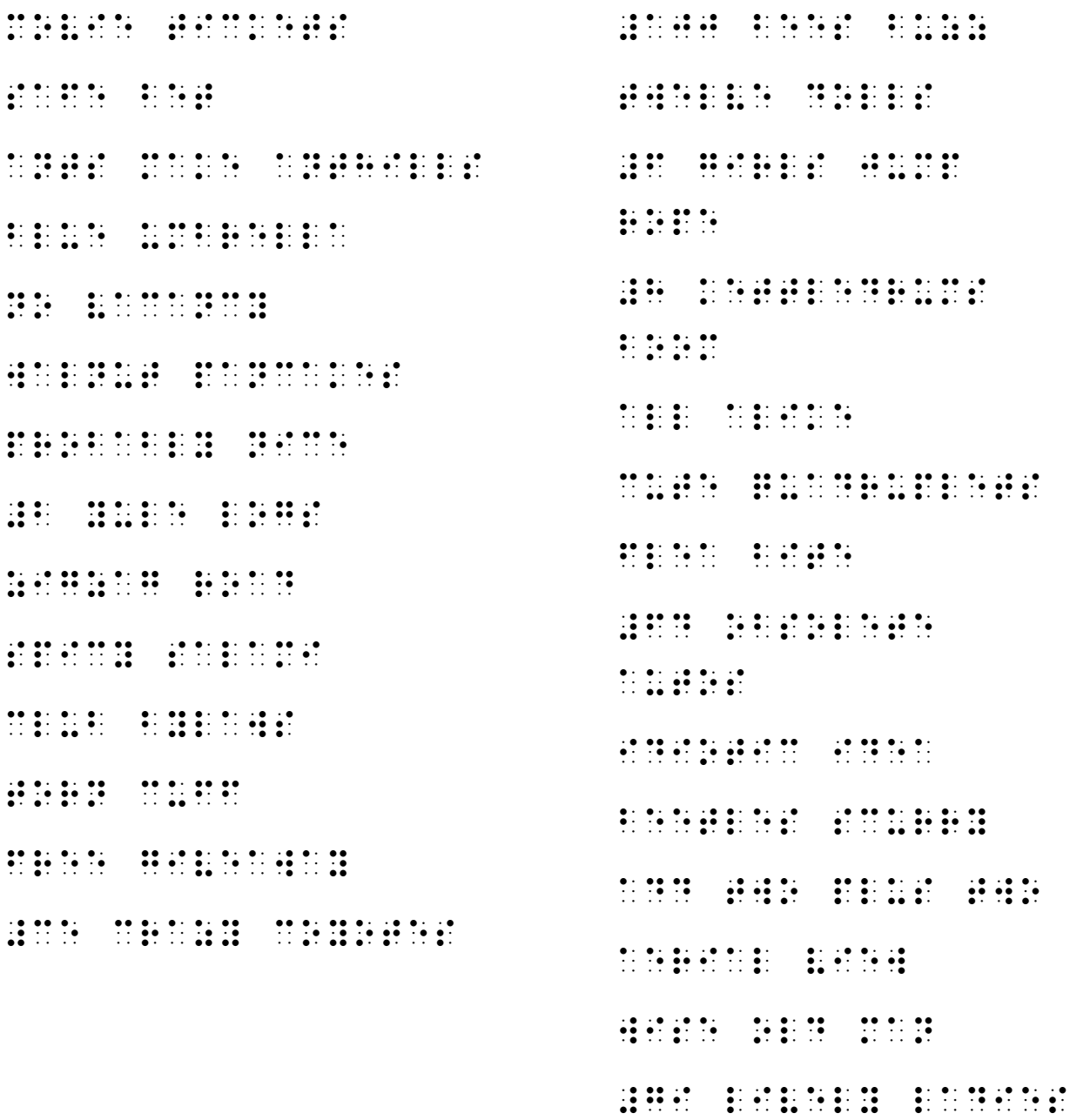
Drill 4

Practice numbers by brailling the following drill. Braille the numbers across the page as they appear in print. Leave one blank cell between each set of numbers.

23	104	9	58	77
01	64	956	8	323
11	549	476	400	80

READING PRACTICE

Read the following phrases and write them out in longhand. Do not submit this work to your instructor. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following exercise and submit it to the instructor for correction. *Read down the columns.* Starting on line 1, begin each phrase in the first cell of a new braille line. Do not skip lines; you should have 25

phrases on each page. If you are using a braillewriter, be sure that you position every page correctly by pushing down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the exercise or as your teacher directs. (Correspondence students: If you are sending your lessons via email, include your name in the subject line of your email along with the lesson number. For the convenience of our braille-reading instructors and non-braille-reading clerical staff, if you are submitting your lessons on paper, add your name in braille and print at the end of each exercise.)

jazz tunes

he prays daily

feigns surprise

a frisky poodle

fidgety filly

59 raw recruits

quixotic exploits

electric elevator

queue up

64 zany zebras

build a wigwam

9 gigantic piranhas

attractive tie

company vehicles

wry wit

jubilant hallelujahs

gooseneck lamp

olives or onions

vivid pictures

icicles drip

dull adjectives

bridle a pony

wise philosophy

126 wet pets

six textbooks

lovely velvet

yuletide joy

pretty anemone

true blue

blood circulates

mutual respect

80 hot dogs

a brook murmurs

weird spectacle

xiphoid process

quizzes puzzle me

3 labor battalions

unbelievably calm

home sweet home

fireflies flit

brass knuckles

mimic a madman

angry gangs

12 pretty rosebuds

prompt appraisal

bacon smells salty

10 nocturnal birds

extra axe

big felt yurt

78 brass bassoons

Lesson 2

Capitalization, Paragraphing, Page Numbering
Punctuation: Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon, Hyphen, and Dash
Dollar Sign, Cent Sign, and At Sign
Numbers with Punctuation

2.1 Capitalization [UEB §8]

Capitalization of a single letter in braille is indicated by placing the *capital letter indicator,* dot 6 (⠠), immediately before the letter affected. Example:

New York ⠠⠝⠑⠺ ⠠⠽⠕⠗⠅ DeLeon ⠠⠙⠑⠠⠇⠑⠕⠝

When two or more successive letters in a word or letter grouping are capitalized, the *capitalized word indicator,* dot 6 placed in two consecutive cells immediately before the capitalized letters (⠠⠠), is used. Examples:

NEW YORK ⠠⠠⠝⠑⠺ ⠠⠠⠽⠕⠗⠅ YMCA ⠠⠠⠽⠍⠉⠁

MacDONALD ⠠⠍⠁⠉⠠⠠⠙⠕⠝⠁⠇⠙

When three or more consecutive words are fully capitalized, capitals mode is set using a *capitalized passage indicator,* dot 6 placed in three consecutive cells immediately before the first word of the passage (⠠⠠⠠). The end of the capitalized passage is signaled by a *capitals terminator,* dot 6 followed by dot 3 (⠠⠄). More about the definition of a passage in braille will be studied later. Examples:

sign says DOGS CATS HORSES WELCOME

⠎⠊⠛⠝ ⠎⠁⠽⠎ ⠠⠠⠠⠙⠕⠛⠎ ⠉⠁⠞⠎ ⠓⠕⠗⠎⠑⠎
⠺⠑⠇⠉⠕⠍⠑⠠⠄

TURN TO PAGE 25 ⠠⠠⠠⠞⠥⠗⠝ ⠞⠕ ⠏⠁⠛⠑⠠⠄ ⠼⠃⠑

In general, the capitals terminator is also used when capitalization stops in the middle of a word.

GIFTwrap ⠠⠠⠛⠊⠋⠞⠠⠌⠺⠗⠁⠏

If a number occurs immediately following a series of capitalized letters, the capitals terminator is not used. If uppercase letters follow the number, the capitalized word indicator is repeated.

TOYS4KIDS ⠠⠠⠞⠕⠽⠎⠼⠙⠊⠠⠅⠊⠙⠎

If capitalization ends in the middle of a word such that the use of the capitals terminator would separate letters that form a complete word, use a capital letter indicator to signal the last letter that is capitalized.

FIRESale ⠠⠠⠋⠊⠗⠑⠠⠎⠁⠇⠑ JPMorgan ⠠⠠⠚⠏⠠⠍⠕⠗⠛⠁⠝

Drill 5

Practice brailling the following to familiarize yourself with the use of the capital indicators. Reading down the columns, place each phrase on a separate line.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DuneBoy
4 Miles To Tulsa	Claude	MacDaniel
RADIO GUIDE	MOBY DICK	McGEORGE
PASSKeys	Adriatic	USAir
KJV HOLY BIBLE	Welcome to McNally Field	

2.2 Paragraphing [BF §1.8]

Braille follows print for paragraph indention. Paragraphs that are indented in print start in cell 3 in braille. All following lines in the paragraph start at the margin in cell 1. This is commonly expressed as

margins being in "3-1." Blank lines are not left between indented paragraphs unless print indicates a break in thought or scene by means of extra spacing. Paragraph formatting will be discussed further in Lesson 19.

2.3 Page Numbering

It is possible to braille twenty-five lines on a braille page. Each braille page should be numbered, starting with number ⠼⠁. Place the braille page number at the far right margin of the last line of the page (line 25). Do not use a period following the page number. Do not include the word "page." Text may be transcribed on line 25 along with the page number, as long as three blank cells are left between the end of the text and the beginning of the page number.

2.4 Period or Decimal, Question Mark, Exclamation Point, Comma, Semicolon, Colon [UEB §7]

The use, order, and spacing of braille punctuation should follow print practice. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print that sometimes leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

If a capitalized passage ends with a mark of punctuation, place the capitals terminator after the punctuation.

Learn the following punctuation signs:

period or decimal	.	⠲	(dots 256)
question mark	?	⠦	(dots 236)
exclamation point	!	⠖	(dots 235)
comma	,	⠂	(dot 2)
semicolon	;	⠆	(dots 23)
colon	:	⠒	(dots 25)

Drill 6

Practice brailling the following sentences. In this and future drills, unless otherwise noted, treat each sentence as a paragraph using 3-1 margins, i.e., start each one in cell 3 with runover lines starting in cell 1. Be sure to include the number and its period at the beginning of each paragraph. Leave one empty cell between the period and the beginning of the sentence.

Numbers in a printed listing are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the numeric indicator is placed in cell 3, regardless of the number of digits in the number.

1. I want six items: saw, nails, nuts, bolts, screws, tacks.
2. Miss Flynn, take a memo: CALL MR. PHELPS AT TWELVE NOON; SEE MR. GRAY AT SIX.
3. Is Mr. Dale a college graduate?
4. Ralph is sick; hail a cab!
5. My prophecy: victory is 6.5 seconds away!
6. Take my book; hold my coat! Hang up my umbrella!
7. Turn on a radio or TV at once; an unusual report is on.
8. Quiet, Aunt Em, I am afraid! An angry man knocks at my door.
9. My favorite play is MY FAIR LADY.
10. Did Jimmy get an old bicycle at bikes.net?
11. Help! Help! I hurt my leg!
12. Pizza2Go uses homemade sauce.
13. Next exit: Peoria, Galesburg, Decatur.

2.5 Hyphen [UEB §7.2]

The hyphen is represented in braille by dots 36 (⠤). As in print, the principal use of the hyphen is to connect the components of compound words or numbers. Example:

a long-awaited get-away ⠁ ⠇⠕⠝⠛⠤⠁⠺⠁⠊⠞⠑⠙ ⠛⠑⠞⠤⠁⠺⠁⠽

2.5a Capitalization. Hyphenated compound words and abbreviations are capitalized in braille as they appear in print. A hyphen terminates the

effect of the capitalized word indicator. Therefore, when all of the letters in a hyphenated compound word are in uppercase, the capitalized word indicator is repeated after the hyphen. Example:

SELF-ADVOCACY ⠠⠠⠎⠑⠇⠋⠤⠠⠠⠁⠙⠧⠕⠉⠁⠉⠽

A *symbols-sequence* is an unbroken string of braille signs preceded and followed by a space. A hyphenated word is considered one symbols-sequence. A *passage* is defined as three or more symbols-sequences. Therefore, a word like TOP-SIDE-UP, which includes no spaces, is not a passage and should be brailled using capital word indicators (⠠⠠⠞⠕⠏⠤⠠⠠⠎⠊⠙⠑⠤⠠⠠⠥⠏⠲).

A hyphen does not terminate the effect of a capitalized passage indicator.

TAKE ATLANTA-SAVANNAH RAILWAY

⠠⠠⠠⠅⠑ ⠠⠠⠁⠞⠇⠁⠝⠞⠁⠤⠠⠠⠎⠁⠧⠁⠝⠝⠁⠓ ⠠⠠⠗⠁⠊⠇⠺⠁⠽

2.5b Disconnected compound words. Follow print spacing when brailling disconnected compound words. Examples:

five- or six-lane freeway

⠋⠊⠧⠑⠤ ⠕⠗ ⠎⠊⠭⠤⠇⠁⠝⠑ ⠋⠗⠑⠑⠺⠁⠽

pro-labor or -agriculture vote

⠏⠗⠕⠤⠇⠁⠃⠕⠗ ⠕⠗ ⠤⠁⠛⠗⠊⠉⠥⠇⠞⠥⠗⠑ ⠧⠕⠞⠑

mid-June or -July ⠍⠊⠙⠤⠠⠠⠚⠥⠝⠑ ⠕⠗ ⠤⠠⠠⠚⠥⠇⠽

When a hyphen appears at the end of a print line and the word cannot be found either in the dictionary or somewhere else in the text—either as one word or as a hyphenated compound word—it should be treated as a hyphenated compound word, and the hyphen should be retained.

Drill 7

Practice brailling the following sentences, treating each as an indented paragraph using 3-1 margins.

1. Deborah has on an extremely pretty blue-gray dress.
2. I want an up-to-date plan.
3. Sell my five-acre plot? NO WAY!
4. MAPLE-VANILLA is my favorite flavor.
5. TWO-ON-AN-ISLE TALES is a picturesque book.
6. Philip is a five- or six-trip-a-week pilot.
7. Judge Biswell is a self-made man.
8. A semi-annual picnic is a swell idea.
9. A new sign extols: CUT-RATE-SALES.

2.6 **Dash** [UEB §7.2]

In braille, a dash is represented by dots 6, 36 (⠸⠸). A dash can usually be distinguished from a hyphen in print by its greater length. When print spacing or font types make it difficult to determine the length of the line, remember that hyphens join words and word parts together and dashes separate thoughts or ideas.

2.6a Spacing. Follow print spacing. Example:

He is tall — six feet anyway.

⠓⠑ ⠊⠎ ⠞⠁⠇⠇ ⠸⠸ ⠎⠊⠭ ⠋⠑⠑⠞ ⠁⠝⠽⠺⠁⠽⠲

My girl is sweet. My boy—he is my joy.

⠍⠽ ⠛⠊⠗⠇ ⠊⠎ ⠎⠺⠑⠑⠞⠲ ⠍⠽ ⠃⠕⠽⠸⠸⠓⠑
⠊⠎ ⠍⠽ ⠚⠕⠽⠲

Oh, my— Jessica wept.

⠕⠓⠲ ⠍⠽⠸⠸ ⠚⠑⠎⠎⠊⠉⠁ ⠺⠑⠏⠞⠲

Hooray! We won. — Oh, boy! — I am truly happy.

⠠⠓⠕⠕⠗⠁⠽⠖ ⠠⠺⠑ ⠺⠕⠝⠲ ⠠⠠ ⠠⠕⠓⠂ ⠃⠕⠽⠖ ⠠⠠
⠠⠊ ⠁⠍ ⠞⠗⠥⠇⠽ ⠓⠁⠏⠏⠽⠲

2.6b Hyphens Used As Dashes. If a spaced hyphen is used in print, use a spaced hyphen in braille. If two unspaced hyphens are used in place of a dash, a dash may be substituted in braille unless it is clear that two hyphens are intended to show omission. Examples:

He gave a big yawn. - too sleepy!

⠠⠓⠑ ⠛⠁⠧⠑ ⠁ ⠃⠊⠛ ⠽⠁⠺⠝⠲ ⠠ ⠞⠕⠕ ⠎⠇⠑⠑⠏⠽⠖

Typing fast--please excuse errors.

⠠⠞⠽⠏⠊⠝⠛ ⠋⠁⠎⠞⠠⠠⠏⠇⠑⠁⠎⠑ ⠑⠭⠉⠥⠎⠑ ⠑⠗⠗⠕⠗⠎⠲

2.6c With Capital Indicators. Like a hyphen, a braille dash terminates the effect of a capitalized word indicator but not a capitalized passage indicator. Example:

STOP—WAIT! ⠠⠠⠎⠞⠕⠏⠠⠠⠠⠠⠺⠁⠊⠞⠖

EYES ONLY—TOP SECRET

⠠⠠⠠⠑⠽⠑⠎ ⠕⠝⠇⠽⠠⠠⠞⠕⠏ ⠎⠑⠉⠗⠑⠞⠠⠌

Drill 8

Practice brailling the following sentences, treating each as an indented paragraph using 3-1 margins.

1. TRAVIS IS A HAPPY MAN—OR IS HE?
2. I may take a walk or— No, I lack an umbrella.
3. Liam walks two miles—or a mile if he feels lazy.
4. Miss Breckette, give Susan my notes--notes I made a week ago.

5. Lectures on sculpture, poetry, classical music – hip-hop is taboo – give visitors broad cultural opportunities.

2.7 Numbers With Punctuation [UEB §6]

2.7a The effect of the numeric indicator. The effect of the numeric indicator carries through intervening commas or decimal points. Examples:

1,000,000 ⠼⠁⠂⠚⠚⠚⠂⠚⠚⠚

Buy 10.5 gallons. ⠃⠥⠽ ⠼⠁⠚⠲⠑ ⠛⠁⠇⠇⠕⠝⠎⠲

See Unit 6.3. ⠎⠑⠑ ⠥⠝⠊⠞ ⠼⠋⠲⠉⠲

However, in numbers that include colons, hyphens, or dashes, the numeric indicator must be repeated to restart numeric mode. Examples:

8:30

⠼⠓⠒⠼⠉⠚

1-800-534-8765

⠼⠁⠤⠼⠓⠚⠚⠤⠼⠑⠉⠙⠤⠼⠓⠚⠋⠑

1910?-1917

⠼⠁⠊⠁⠚⠦⠤⠼⠁⠊⠁⠛

1850-57

⠼⠁⠓⠑⠚⠤⠼⠑⠛

See page 47—48 too.

⠎⠑⠑ ⠏⠁⠛⠑ ⠼⠙⠛⠤⠤⠼⠙⠓ ⠞⠕⠕⠲

2.8 Dollar Sign, Cent Sign, At Sign [UEB §3.7, 3.10, 6.7]

2.8a The dollar sign is represented in braille by dots 4, 234 (⠈⠎); the cent sign is dot 4, 14 (⠈⠉); and the at sign is dots 4, 1 (⠈⠁). When the dollar sign appears before a number, the numeric indicator is placed after the dollar sign. Example:

$38.40 is a fair price; a 75¢ rebate helps, too.

⠈⠎⠼⠉⠓⠲⠙⠚ ⠊⠎ ⠁ ⠋⠁⠊⠗ ⠏⠗⠊⠉⠑⠆ ⠁ ⠼⠛⠑⠈⠉
⠗⠑⠃⠁⠞⠑ ⠓⠑⠇⠏⠎⠂ ⠞⠕⠕⠲

2.8b Follow print spacing for the use of these symbols, and use them wherever they occur. Example:

We did pay big $$$ to buy a tablet; payable to iris242@aol.com.

⠠⠺⠑ ⠙⠊⠙ ⠏⠁⠽ ⠃⠊⠛ ⠈⠎⠈⠎⠈⠎ ⠞⠕ ⠃⠥⠽ ⠁
⠞⠁⠃⠇⠑⠞⠆ ⠏⠁⠽⠁⠃⠇⠑ ⠞⠕
⠊⠗⠊⠎⠼⠃⠙⠃⠈⠁⠁⠕⠇⠲⠉⠕⠍⠲

Drill 9

Practice brailling the following sentences, treating each as a paragraph.

1. See catalog item No. 638, on sale at $42.99.
2. Biology class: 9:30-11:45 a.m.
3. Mayor reviews 108-auto cavalcade at new race track.
4. Does 143.2 plus 7.9 equal 151.1?
5. Tell Tracy: 66 rods equals 1,089 feet—75¢ a rod.
6. Look @ page 59 — 60, too.
7. Hooray! Cubs won 13–8.
8. Dial 1-800-468-4581, or email abcdef@mail.com.

9. Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904.

10. Alex says sunrays promote life—93,000,000 miles away.

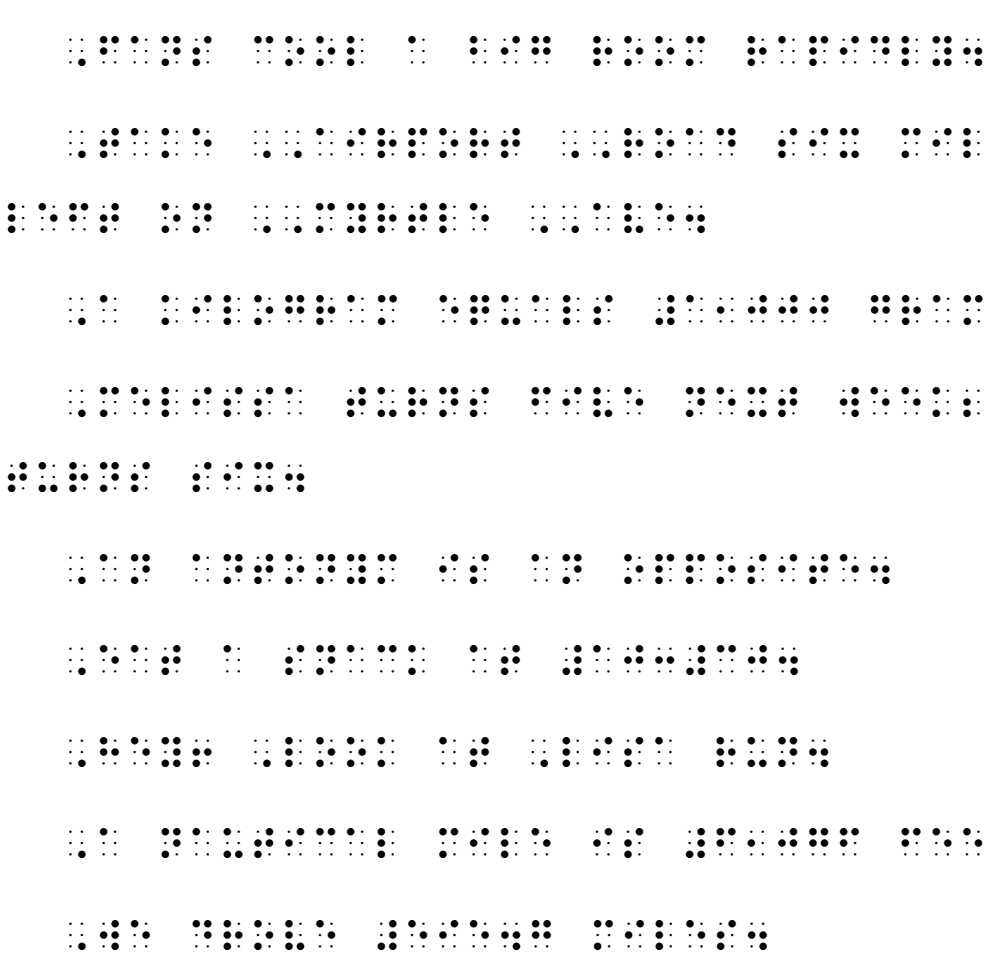
11. Email Anna@all.us to get a $20 gift plus 50¢ back on all future buys!

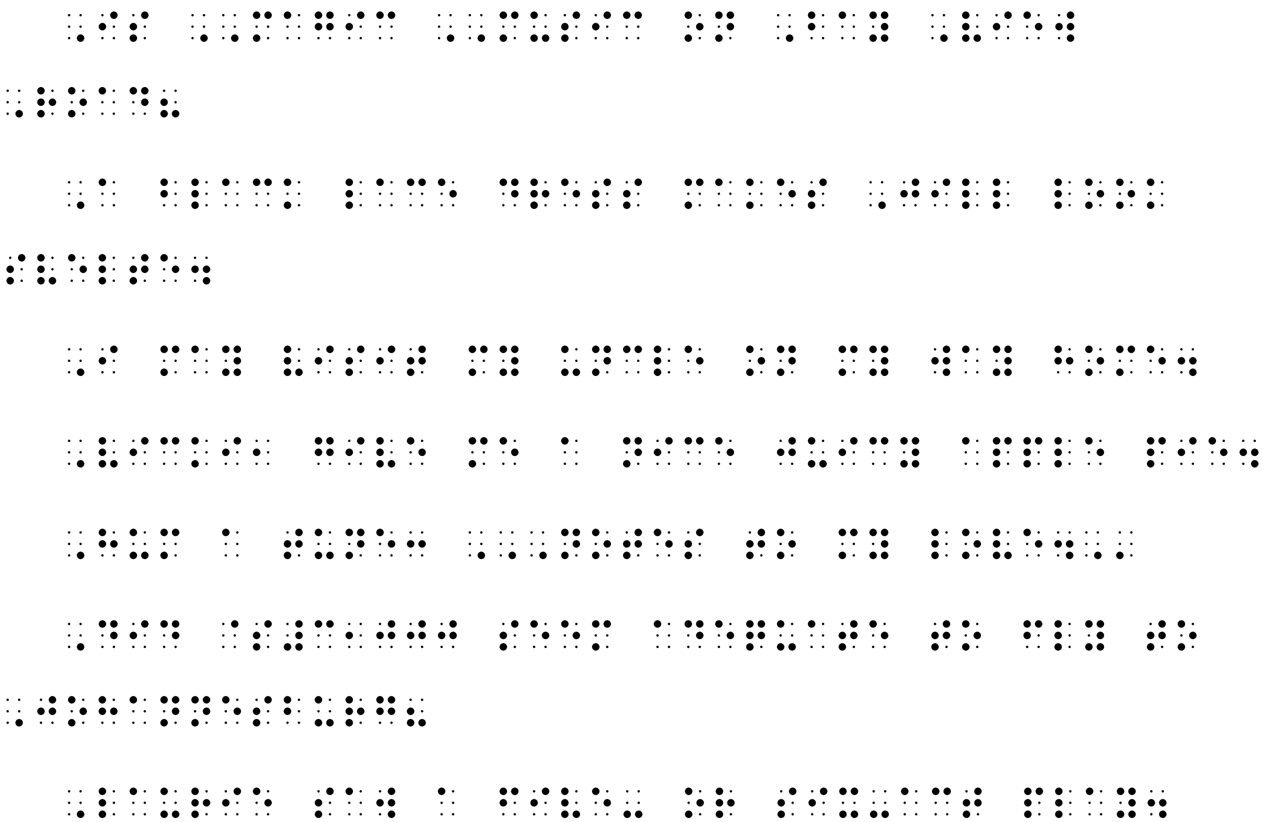
12. My project requires a look at 2010-14 demographic records.

13. Nancy wants to fly a DC-9.

READING PRACTICE

Read the following sentences and write them out in print. Compare your work with the print version in Appendix A.





EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as an indented paragraph using 3-1 margins; that is, start each in cell 3 with runover lines starting in cell 1. On the first line of each page, center the heading **LESSON 2** in fully capitalized letters. Refer to *General Course Instructions* for help in centering. A blank line should follow the heading on the first page *only*. Number your pages as instructed in 2.3.

LESSON 2

1. Frank, a husky man, takes a horseback ride once or twice a week.
2. Atlanta, pop. 500,900; Tampa, pop. 356,972; Detroit, pop. 2,306,500.
3. Tony saw BIG-volume 2006-07 auto sales.
4. Did Uncle David buy a five- or six-room villa?

5. A small snack—fruit, biscuits, jelly, tea—is welcome.
6. Did Nick get on a No. 40 or a No. 42 bus? Did he pay 80¢?
7. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology.
8. 2.8 million refugees seek protection - an urgent crisis.
9. 2007-08 academic progress at Valley College surpasses all prior records.
10. Pick me up at 10:00—10:00 promptly!
11. Sign says: WELL-MADE WOOL COATS.
12. A GLOBE-DEMOCRAT ad describes a model home at 8008 Sunset Drive.
13. On May 25, 1,436 cadets graduate.
14. At 6:50 a bell tolls sadly.
15. Happy Valley, Montana, is a cla$$y resort—hotel rooms available at $600.00.
16. On July 1 - 3, Gettysburg has a mock battle.
17. Call Morris at 608-237-6531, or email morris@aol.net.
18. Craig Adams, physician, 1942-2005.
19. Rebels total approximately 3,500,000.
20. Look at NEWSWeek, April 17 issue.
21. Total casualties equal 4,653,000.
22. Mirage: an optical image.

[This lesson last updated March 28, 2017.]

Lesson 3

Quotation Marks, Apostrophe, Parentheses, Square Brackets, Omission, Low Line (Underscore), Slash

Now learn the following additional punctuation signs:

apostrophe ’ [*or*] '	⠄	(dot 3)
opening double quotation mark	⠦	(dots 236)
closing double quotation mark	⠴	(dots 356)
opening single quotation mark ‘ [*or*] '	⠠⠦	(dots 6, 236)
closing single quotation mark ’ [*or*] '	⠠⠴	(dots 6, 356)
opening parenthesis **(**	⠐⠣	(dots 5, 126)
closing parenthesis **)**	⠐⠜	(dots 5, 345)
opening square bracket **[**	⠸⠣	(dots 46, 126)
closing square bracket **]**	⠸⠜	(dots 46, 345)

3.1 **Single and Double Quotation Marks** [UEB §7.6, October 2019 update]

In braille, there are several different symbols to represent the various types of print quotation marks (additional information about quotation marks will be studied in Lesson 16). However, in general, the braille *opening* and *closing double quotation marks* and the *opening* and *closing single quotation marks should represent the corresponding print symbols where they occur in the text*. Examples:

"Unbelievable!" he says.

⠦⠥⠝⠃⠑⠇⠊⠑⠧⠁⠃⠇⠑⠖⠴ ⠓⠑ ⠎⠁⠽⠎

"I only wrote 'come home soon'," he claims.

⠰⠠⠊ ⠕⠝⠇⠽ ⠺⠗⠕⠞⠑ ⠠⠰⠉⠕⠍⠑ ⠓⠕⠍⠑ ⠎⠕⠕⠝⠠⠴⠂⠴
⠓⠑ ⠉⠇⠁⠊⠍⠎⠲

3.2 Apostrophe

Follow print for the use of apostrophes. Example:

"Tell 'em Sam's favorite music is new—1990's too old."

⠰⠠⠞⠑⠇⠇ ⠄⠑⠍ ⠠⠎⠁⠍⠄⠎ ⠋⠁⠧⠕⠗⠊⠞⠑ ⠍⠥⠎⠊⠉ ⠊⠎
⠝⠑⠺⠠⠤⠼⠁⠊⠊⠚⠄⠎ ⠞⠕⠕ ⠕⠇⠙⠲⠴

3.2a Apostrophe with capital letters. A capital indicator is always placed immediately before the letter to which it applies. Therefore, if an apostrophe comes before a capital letter in print, the apostrophe is brailled before the capital indicator. Example:

"'Twas a brilliant plan," says Dan O'Reilly.

⠰⠄⠠⠞⠺⠁⠎ ⠁ ⠃⠗⠊⠇⠇⠊⠁⠝⠞ ⠏⠇⠁⠝⠂⠴ ⠎⠁⠽⠎ ⠠⠙⠁⠝
⠠⠕⠄⠠⠗⠑⠊⠇⠇⠽⠲

The apostrophe ends the effect of a capitalized word indicator. Therefore, repeat the capitalized word indicator following an apostrophe in a fully capitalized word. Examples:

O'NEIL'S PUB

⠠⠕⠄⠠⠠⠝⠑⠊⠇⠄⠠⠎ ⠠⠠⠏⠥⠃

OK'd ⠠⠠⠕⠅⠄⠙

3.2b Apostrophe replacing numbers. When a print number is preceded by an apostrophe, in braille the apostrophe is placed before the number indicator. Example:

'59 ⠄⠼⠑⠊

3.3 Parentheses and Brackets

Follow print for the placement and spacing of parentheses and brackets. Examples:

He hit me (sob). ⠓⠑ ⠓⠊⠞ ⠍⠑ ⠐⠣⠎⠕⠃⠜

[See page 10.] ⠨⠣⠎⠑⠑ ⠏⠁⠛⠑ ⠼⠁⠚⠨⠜

Susan Naidu (1966-)

⠎⠥⠎⠁⠝ ⠝⠁⠊⠙⠥ ⠐⠣⠼⠁⠊⠋⠋- ⠐⠜

Drill 10

Practice brailling the following sentences, treating each numbered sentence as a paragraph.

1. "I love my new home; twelve nice big rooms!” he exclaims.
2. Jimmie (a husky boy, age twelve) ate a huge banana pie.
3. A girl wrote on a slate: “I love all animals, wild or tame.”
4. 'Tis true, I love rock tunes; I buy digital music at $50 a week.
5. “If Adam sees ‘Hamlet,’ I hope he'll take adequate notes,” wrote Aunt Lucy.
6. All budget items [see Joe's report on fiscal policies, www.economology.org] presuppose a rigid economy.
7. "Damon irritates me," Raymond wrote Roseanne; "he calls me 'ignorant'!"

8. Sam's '99 class celebrates next week; RSVP's to reunion99@hhs.ohio.us.

3.4 Omission [UEB §7.2]

3.4a Low Line (Underscore). When in print a line below the level of the normal type is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, one *low line (underscore),* dots 46, 36 (⠸⠸), is used for each line, regardless of the length of the line.

Examples:

Two plus six equals _____.

⠞⠺⠕ ⠏⠇⠥⠎ ⠎⠊⠭ ⠑⠟⠥⠁⠇⠎ ⠸⠸⠸⠸⠸

Guess the missing letters spi __ __ ch

⠛⠥⠑⠎⠎ ⠞⠓⠑ ⠍⠊⠎⠎⠊⠝⠛ ⠇⠑⠞⠞⠑⠗⠎ ⠎⠏⠊⠸⠸ ⠸⠸ ⠉⠓

Attending ____Yes ____No ⠁⠞⠞⠑⠝⠙⠊⠝⠛ ⠸⠸⠸⠸⠸⠸⠸⠸ ⠸⠸⠸⠸⠸⠸⠸⠸

3.4b Dash. When a dash is used to show omission of part of a word, follow print. A dash showing omission of part of a word should be brailled on the same line with the word; if there is not room on a braille line for the partial word and its associated dash, bring the symbols-sequence to the next line. Example:

I've no idea wh— ⠊⠧⠑ ⠝⠕ ⠊⠙⠑⠁ ⠺⠓⠤⠤

In general, the two-cell dash is used to represent a print dash regardless of its length. However, if both a long and a short dash occur in the text being transcribed, use a braille *long dash,* dots 5, 6, 36 (⠐⠠⠠), so that the different dashes can be distinguished. Example:

Ms. —— is a private detective — I guess.

⠍⠎⠲ ⠐⠠⠠ ⠊⠎ ⠁ ⠏⠗⠊⠧⠁⠞⠑ ⠙⠑⠞⠑⠉⠞⠊⠧⠑ ⠐⠠⠠
⠊ ⠛⠥⠑⠎⠎

3.5 Slash [UEB §7.4]

The slash is also known as a solidus. When such a mark is used between print abbreviations, words, or numbers, this sign is represented in braille by dots 456, 34 (⠸⠌). This symbol should be spaced as in print.

s/he ⠎⠸⠌⠓⠑ Mr/s ⠠⠍⠗⠸⠌⠎

3.5a A slash terminates the effect of the capitalized word indicator and the numeric indicator; therefore, when a slash occurs between two numbers or two capitalized words or abbreviations, the numeric indicator or capitalized word indicator is repeated after the slash. The capitalized passage indicator (and other passage indicators to be studied later) is only ever terminated by the specific passage terminator, and so the effect of the passage indicator carries through the slash. Note that fractions have different rules and will be studied later. Examples:

USOM/APO ⠠⠠⠥⠎⠕⠍⠸⠌⠠⠠⠁⠏⠕

TAN/cj ⠠⠠⠞⠁⠝⠸⠌⠉⠚

9/11 ⠼⠊⠸⠌⠼⠁⠁ Model 8/408 ⠠⠍⠕⠙⠑⠇ ⠼⠓⠸⠌⠼⠙⠚⠓

MAKE A BACKUP/SAVE FILES

⠠⠠⠠⠍⠁⠅⠑ ⠁ ⠃⠁⠉⠅⠥⠏⠸⠌⠎⠁⠧⠑ ⠋⠊⠇⠑⠎⠠⠠

Drill 11

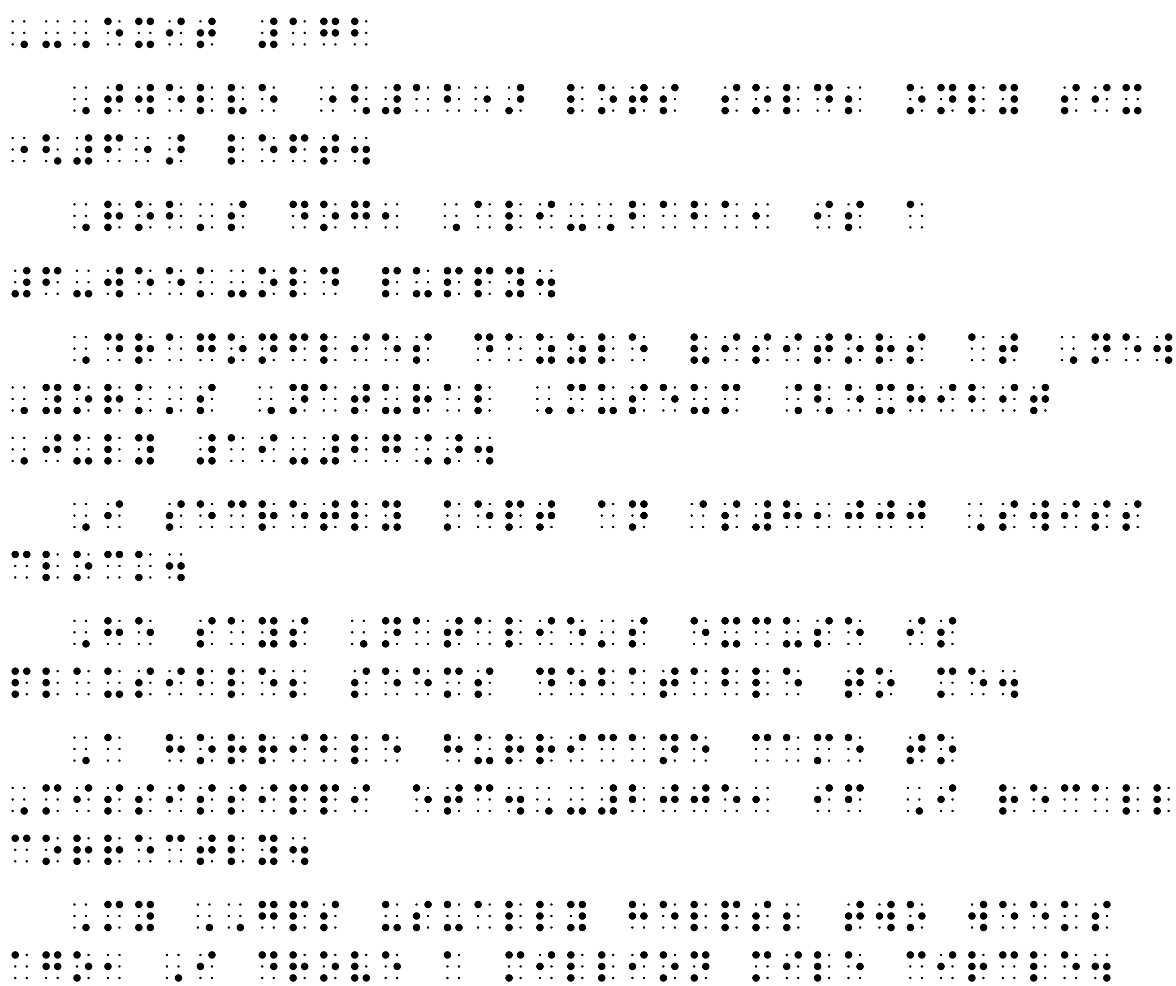
Practice brailling the following sentences.

1. Sudan has a dry climate; _____ is wet.
2. Daddy's new/old philosophy is a puzzle.
3. "Roxie says he is a complete idi—"
4. Pick correct reply: man/woman, urban/rural.
5. M __ __ __ __'s record is basically poor.

6. Mr. _____ uses an alias.
7. A program on cable TV kept me up late: CUBAN MISSILE CRISIS/GRASSY KNOLL.

READING PRACTICE

Practice your braille reading skills by reading the following sentences and writing them out in print. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 3

1. John asks: “Did I make Mom mad at me, Dad? I didn't want to.”
2. Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.
3. “I'm late—buses simply crawl on slick, icy roads,” apologizes Paul.
4. “Oh, don't play silly games,” he snaps, “let's look at Facebook.”
5. Is Egypt an equatorial region? [See African map.]
6. Let's take a swim at— Oh, no, I left my swimsuit at home.
7. “Practice Poe's poem ‘Annabel Lee,’” Dr. Johnson told Tom's dramatics class.

8. My nephew, Evan, is on a five- or six-week trip abroad.
9. “’Tis true, Juanita,” spoke Joseph sadly, “we move next week.”
10. We meet at —— twice a week — we plot espionage.
11. Antonyms (opposites): busy/calm, hot/cold, big/small.
12. Dalai Lama (1936-), Tibet's hope, visits Canada.
13. If Major Morris is correct—I hope he is—Bill flies home next autumn.
14. I hate a mid-April or -May cold spell.
15. Tom B_____ is a d__n idiot if he doesn't take John's old job.
16. SALE ON FRUIT BASKETS/BALLOON BOUQUETS!!
17. “'Give me a home run or give me a triple' is my motto," says Spillville's cocky second baseman.
18. Franz is a born musician—plays well on a piano, an electric organ (pipe organ, too), a cello, trumpet or drums.
19. We saw OILY O'NEILL'S ESCAPADES at a local movie.
20. — oh, I'm sorry!
21. (Dudley left home prematurely. He wrote: my aunt's ideosyncrasies [sic] drove me nuts!)
22. "We'll visit Alaska next July; Memphis is too hot," agrees Danielle.
23. 18,000,079 plus 6,956 plus 3,721 equals _____.
24. Look at my '38 antique Buick.

SUMMARY: PUTTING IT ALL TOGETHER

Below is a summary of some terminology and concepts that have been studied so far. These concepts will be expanded in subsequent lessons, so it is important to understand them clearly.

A capital letter indicator means that only the next letter is capitalized.

A capitalized word indicator means that the next word is fully capitalized. In other words, it sets capitals mode for one word. Its effect is ended by:

- a space
- a capitals terminator or capital letter indicator
- any non-alphabetic symbol (such as a number, a period, a slash, an apostrophe, or a hyphen).

A passage is three or more symbols-sequences—that is, three or more strings of unspaced characters.

If three or more symbols-sequences in a row are fully capitalized, a capitalized passage indicator is used. This indicator sets capitals mode for the entire passage. Its effect is stopped only by a capitalized passage terminator.

A digit (that is, a number 1 through 0) sets numeric mode. (Note that other aspects of numeric mode will be studied in later lessons). Numeric mode continues over:

- Numbers
- Period or decimal point
- Comma
- Simple fraction line (to be studied later)
- Continuation indicator (to be studied later)
- Numeric space (to be studied later)

Numeric mode is terminated by a space or by any symbol that is not in the above list.

[This lesson last updated: November 21, 2019.]

Lesson 4

Alphabetic Wordsigns
Contractions for and, for, of, the, with

4.1 Contractions in General

To save space and facilitate reading, certain groups of letters appearing frequently in the English language are represented in braille by special characters known as *contractions*. These contractions may utilize one or two cells, and they may represent whole words, parts of words, or both.

Contractions that have the same or similar rules governing them are grouped together and given a name, as in the following section that discusses *alphabetic wordsigns*. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

4.2 Alphabetic Wordsigns [UEB §10.1.1]

The first type of contraction to be discussed is the alphabetic wordsign—a word that is represented by a single letter of the alphabet. Following is a complete list of these contractions, which should be thoroughly memorized.

b	but	h	have	p	people	v	very
c	can	j	just	q	quite	w	will
d	do	k	knowledge	r	rather	x	it
e	every	l	like	s	so	y	you
f	from	m	more	t	that	z	as
g	go	n	not	u	us		

Note that, except for *it* and *as*, all these words are represented by their initial letters. Because the letters *a*, *i,* and *o* are also single-letter words in themselves, they cannot be used as contractions for other words.

Use these contractions to represent the words for which they stand, regardless of the part of speech involved. They are also used to represent whole proper names, such as "*Will* Rogers" and "Thomas *More.*" It must be emphasized that these contractions can be used to represent *whole words only.* Thus, *c* standing alone reads *can*; but *c* cannot be used as a part word to represent *can* in *canopy* because this would be read as the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*.

It is important not to use these contractions when the letters for which they stand are pronounced separately as in acronyms, such as US for United States or IT for Information Technology.

The letter *s* cannot be added to any of these contractions to form the plural. Thus, the plural of *will* is brailled *wills*, not *ws*.

- Note: An apparent exception to this rule is the use of the contraction for *it* in *its*. This word is considered a *shortform* that will be studied in Lesson 11.

Drill 12

Practice brailling the following sentences.

1. You may eat more ravioli if you desire, but you will not like it.
2. Can boys from Camp Quail play baseball on that field every week?
3. Do not set that donut on my bookcase.
4. I am not so very well, as you can see.
5. He is a just man, but not very humane.
6. William's knowledge on US subjects is rather vague.
7. So few people like that petty politician—he will surely lose.
8. Ronald can play do, re, mi quite well.
9. Like it or not, we will visit Mr. More next week.
10. Go away, Will — we do not like you.
11. Let us have two sweets.

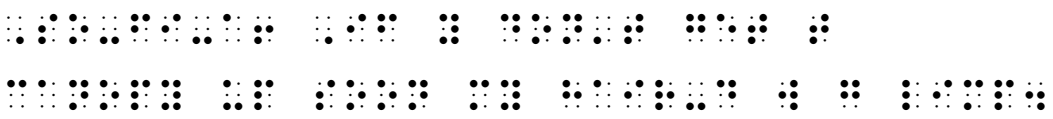
4.2a With an apostrophe. These contractions are used when followed by the apostrophe with the letters d, ll, re, s, t, and ve, provided the resulting word is *standing alone*. Thus they are not used when preceded by the apostrophe in an expression such as *d'you, more'n, or t'have.*

Note: The "standing alone rule" [UEB §2.6] is an important braille rule that states that a word is regarded as "standing alone" so long as it is surrounded by spaces, hyphens, dashes, certain braille indicators, or certain common punctuation. It will be studied in detail in subsequent lessons.

4.2b With hyphens. When words are joined by hyphens to form hyphenated compound words, each word maintains its whole word integrity (is standing alone). Therefore, wordsigns may be used in hyphenated compound words.

However, these contractions represent whole words only and cannot be used in syllabicated words or to form parts of words. Example:

So-fi-a! If you don't get that canopy up soon my hair-do will go limp.



4.2c With slashes. Alphabetic wordsigns, even those followed by an apostrophe, are not used when they are in direct contact with slashes, because in such cases the word is not standing alone. In braille, a slash is spaced as in print — so if in print there is a space between a word that could be contracted and a slash, the contraction is used. Example:

Us/we will go soon.

Us / we will go soon.

can't/can so/so's

4.2d Capitalized. Although these contractions consist of single letters, they stand for whole words. Therefore, when such words appear fully capitalized in print, in braille the capitalized word indicator precedes the contraction. However, the words *A, I*, and *O* require only the capital letter indicator, for although they are words, they consist of only one letter. Example:

I DID! ⠠⠊ ⠠⠠⠙⠊⠙⠖

YOU DID? ⠠⠠⠽ ⠠⠠⠙⠊⠙⠦

Remember: the capitalized word indicator is repeated after a hyphen in a fully capitalized symbols-sequence. Example:

CAN-DO! ⠠⠠⠉⠤⠠⠠⠙⠖

Drill 13

Practice brailling the following sentences.

1. If I apply sun block it's very likely I won't get a sunburn.
2. "JUST-DO-IT!" yells Sam.
3. Will's people will visit us next week, but Jack can't make it.
4. Todd is quite a can-do guy; not like my uncle at all.
5. Willie will/won't play ball.
6. A milk-can blocks every exit at James More's Dairy.
7. “Deposit all soda-cans on my left,” Tracy tells patrons.
8. Philip snubs us, but I will not do likewise, as I feel no ill will.
9. If you make a will, I rather hope you'll give John that cottage on Lake Willet.
10. A primitive people's tools may seem very crude but practical.

11. That road is so bad; it'll take a week or more if you go that way.
12. Self-knowledge is wisdom.
13. I want t'have a bike like Brian has.

4.3 Strong Contractions *and, for, of, the, with* [UEB §10.3]

The next contractions to be studied are known as strong contractions because they contain dots in both the top and bottom rows and in both the left and right columns of the braille cell.

and	⠯	(dots 12346)	the	⠮	(dots 2346)
for	⠿	(dots 123456)	with	⠾	(dots 23456)
of	⠷	(dots 12356)			

Unlike the alphabetic wordsigns just studied, the contractions for *and, for, of, the,* and *with* can be used as either wordsigns (used to represent whole words) or groupsigns (used to represent parts of words). Examples:

The mayor will labor for and with the people of the village.

⠮ ⠍⠁⠽⠕⠗ ⠺⠊⠇⠇ ⠇⠁⠃⠕⠗ ⠿ ⠯ ⠾ ⠮ ⠏⠑⠕⠏⠇⠑ ⠷ ⠮
⠧⠊⠇⠇⠁⠛⠑

Music for a Flute and a Piano

⠍⠥⠎⠊⠉ ⠿ ⠁ ⠋⠇⠥⠞⠑ ⠯ ⠁ ⠏⠊⠁⠝⠕

Tom and The Dog ⠞⠕⠍ ⠯ ⠮ ⠙⠕⠛

Dave looks and (with a smile) waves.

⠙⠁⠧⠑ ⠇⠕⠕⠅⠎ ⠯ ⠾ ⠁ ⠎⠍⠊⠇⠑⠜ ⠺⠁⠧⠑⠎

4.3a In hyphenated compound words and phrases. Like the alphabetic wordsigns, the contractions for *and, for, of, the,* and *with* are used in hyphenated compound words and phrases. Example:

man-of-the-trade ⠍⠁⠝⠤⠷⠤⠮⠤⠞⠗⠁⠙⠑

4.3b With slashes. Unlike the alphabetic wordsigns, these contractions, whether used as wordsigns or groupsigns (see 4.4 below), can be used when in contact with a slash. Example:

and/but ⠯⠸⠃⠥⠞ with/for ⠾⠸⠋⠕⠗

Drill 14

Practice brailling the following sentences.

1. We will go for a hike with the girls.
2. The glee club sang "For The Glory Of The Flag."
3. David gave a book review on Jack London's THE CALL OF THE WILD.
4. The play at the Orpheum is just a run-of-the-mill melodrama.
5. I'll have a salad and/or just a cup of tea.

4.4 and, for, of, the, with as Groupsigns [UEB §10.3]

A *groupsign* is a contraction representing a group of letters. In general, and, for, of, the, with are used as groupsigns wherever the letters they represent occur. Thus, the sign for *and* is used in *hand*, *sandy*, and *Andrew*; the sign for *for* is used in *forge* and *forum*; the sign for *of* is used in *off*, *office*, and *roof*; the sign for *the* is used in *then, Thelma*, and *theory*; and the sign for *with* is used in *withhold* and *withe*.

Note that the use of these signs does not depend on pronunciation; whether the vowel is short or long, whether the consonant is hard or soft, or—in the case of the sign for *of*—whether the *o* is part of a double vowel, as in *roof.* Example:

Ethel and the professor fell off the platform and onto the bandbox.

⠑⠞⠓⠑⠇ ⠯ ⠮ ⠏⠗⠕⠋⠑⠎⠎⠕⠗ ⠋⠑⠇⠇ ⠕⠋⠋ ⠮ ⠏⠇⠁⠞⠋⠕⠗⠍ ⠯
⠕⠝⠞⠕ ⠮ ⠃⠁⠝⠙⠃⠕⠭

Exception: These and other groupsigns that you will learn in future lessons may not be used when they overlap the components of a solid compound word. Therefore, the *of* contraction cannot be used in *photoflood* or *twofold.*

When a choice must be made between two possible contractions, preference is given to the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the*.

Drill 15

Practice brailling the following sentences.

1. The man that lives next door took Theodore and me for a ride on the trolley.
2. He spoke the phrase emphatically: "THE LAND OF THE FREE AND THE HOME OF THE BRAVE!"
3. You will profit from the lecture on mathematical theory, and for once, you will come to see the value of it.
4. Foreign travel has a twofold purpose: It helps you relax, and it gives you an idea of the way other peoples live.
5. You can tie the bundle with the withe that's withheld from the other job.
6. My wreck of a sofa looks as if it came from Holland with the Pilgrims.
7. I will live with and provide for the forlorn old man.
8. Samuel will give the girl he is fond of a brand-new Ford.
9. We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
10. Sandra completely forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
11. The professor will hold a forum on foreign policy.
12. Twanda gave me back my copy of Bunyan’s “Pilgrim’s Progress,” with profuse apologies.
13. Patrice will play next the Andante from Haydn’s “Surprise Symphony.”

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.

⠠⠓⠑ ⠇⠁⠍⠏ ⠊⠎ ⠞⠕ ⠃⠑ ⠁ ⠉⠕⠍⠋⠕⠗⠞⠁⠃⠇⠑ ⠊⠞⠑⠍ ⠊⠝
⠞⠓⠑ ⠗⠕⠕⠍⠲

⠠⠓⠑ ⠎⠑⠁ ⠊⠎ ⠁ ⠞⠗⠁⠉⠞ ⠞⠓⠁⠞ ⠉⠕⠝⠝⠑⠉⠞⠎
⠞⠓⠑ ⠍⠁⠝ ⠁⠝⠙ ⠞⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽⠲

⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠉⠕⠝⠝⠑⠉⠞⠊⠝⠛ ⠞⠓⠑
⠞⠓⠑ ⠍⠁⠝ ⠺⠊⠞⠓ ⠞⠓⠑ ⠁ ⠍⠁⠝⠞⠁⠲

⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅⠲

⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅⠲

⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅ ⠁⠝⠙
⠞⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅⠲

⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅ ⠁⠝⠙
⠞⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
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⠞⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
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⠠⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅ ⠁⠝⠙
⠞⠓⠑ ⠍⠁⠝⠞⠁ ⠗⠁⠽ ⠊⠎ ⠁ ⠍⠁⠛⠊⠉⠁⠇ ⠍⠁⠝⠞⠁
⠗⠁⠽ ⠞⠓⠁⠞ ⠉⠁⠝ ⠓⠑⠁⠇ ⠞⠓⠑ ⠎⠊⠉⠅⠲

⠼⠁⠊⠲ ⠠⠮ ⠏ ⠷ ⠮ ⠠⠏⠕⠎ ⠠⠗⠑⠏⠥⠃⠇⠊⠉ ⠺⠁⠝⠞ ⠁⠝ ⠑⠞⠥⠁⠇ ⠧⠕⠊⠉⠑⠲

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 4

1. I will not help you with the essay, for that is not quite fair.
2. Will has an adequate theoretical knowledge of the subject but can't apply that knowledge very well.
3. I can go with you, but I'd rather not.
4. We fill every vacancy as soon as we can.
5. Sandy's plane took off from Dulles Airport at noon.
6. Do is a note on the diatonic scale.
7. Just a bit of humor helps people forget small worries.
8. Let us write at once and ask for tickets to see AS YOU LIKE IT.
9. I'd like t'have that.
10. William and Theresa will gather forget-me-nots from the woods.
11. Mike Sanford tries, but it's not likely that he will make the grade.
12. Do you want two cans of plums as well as the can of apricots?
13. The have-nots of Turnville will profit from the mayor's new rule.
14. Oh, Randy, will you give Esther that good pecan? You ate all the almonds.
15. Let us locate Sofia on the map of Europe.
16. The husky sophomore halfback made the goal that won the game.
17. Cy's language is very crude and likewise profane; and for a fact I hope he will reform.
18. My favorite band is the LEMONPeels—do you like them?
19. Will you ask for and pay my bill at the hotel?

20. The woman I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Pick the appropriate response: My pants do/don't fit anymore.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims: "I've got no more'n two seconds for adieus!"
24. "That _____ so-and-so took off with my new truck!"
25. The Athenians won a moral victory at Thermopylae.
26. San Francisco, California, has a very unusual climate.
27. The girls will travel with and baby-sit my small son on the trip.
28. The Netherlands is a land of man-made dikes and canals.
29. The nosy visitor drawls: "I just met up with Aunt Ethel, and Auntie gave me all the village scandal and 'dirt.'"
30. Fortune is an elusive will-o'-the-wisp.
31. Hit with a rock, the pickpocket writhed with agony.
32. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
33. He is not quite as tall as I am, but he is more agile.
34. Mandy spoke with emphasis: "I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once."
35. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
36. For the next lesson you will practice the Andante of the Sonata.
37. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
38. The plane rose 15,000 feet—a safe altitude for that region.
39. The blue- and gray-clad forces met at the crossroads.

[This lesson last updated February 25, 2019]

Lesson 5

Strong Wordsigns for child, shall, this, which, out, still
Strong Groupsigns for ch, sh, th, wh, ou, st
Ordinal Numbers

5.1 In General

Like the contractions *and, for, of, the,* and *with*, the contractions to be studied in this lesson represent certain letter combinations that can represent a whole word or part of a word. When standing alone, they represent a whole word beginning with those letter combinations. However, when they are connected to other letters they take on their groupsign meaning and become part of a word. These contractions and their meanings are as follows:

Contraction	**Wordsign Meaning**	**Groupsign Meaning**
⠡	child	ch
⠩	shall	sh
⠹	this	th
⠱	which	wh
⠳	out	ou
⠌	still	st

5.2 Wordsigns for child, shall, this, which, out, still [UEB §10.2]

When these contractions stand alone they are wordsigns. Example:

Which child shall still come out to play this week?

⠠⠱ ⠡ ⠩ ⠌ ⠉⠕⠍⠑ ⠳ ⠞⠕ ⠏⠇⠁⠽ ⠹ ⠺⠑⠑⠕⠧

5.2a With an apostrophe. In accordance with the "standing alone rule"**,** these wordsigns may be used when a word contains an apostrophe with d, ll, re, s, t, or ve.

this'll ⠹⠌⠇⠇ which'll ⠱⠌⠇⠇

5.2b In hyphenated compound words. These wordsigns can be joined to other words by the hyphen to form hyphenated compound words. Examples:

still-life	out-and-out lie	child-of-the-dawn
⠌⠥⠇⠊⠋⠑	⠳⠥⠯⠥⠳ ⠇⠊⠑	⠡⠥⠷⠥⠬⠥⠙⠁⠺⠝

5.2c As proper names. Like other wordsigns, these contractions are used to represent proper names, such as *(Still), Morris (and) Associates.*

Drill 16

Practice brailling the following sentences.

1. Does the child want this book?
2. Shall I pick out a new hat for you?
3. Which is correct, "I shall" or "I will?"
4. This brew came from Uncle Randy's new still.
5. The breeze blew my notes every-which-way.
6. That child's hair-do is rather out-of-date.
7. “WHICH WAY OUT?"
8. My old roommate from Still Pond still pays me a visit every fall.
9. I keep busy with this-and-that.

5.3 Strong Groupsigns for *ch, sh, th, wh, ou,* and *st* [UEB §10.4]

Whenever these contractions are joined to other letters, they take on their groupsign meaning and lose their wordsign status. In general, these

groupsigns can be used whenever the letters they represent occur within a word. Thus, the sign for *ch* is used in *Chicago* and *scratch;* the sign for *sh* in *shoe* and *hush;* the sign for *th* in *thorn* and *filth*; the sign for *wh* in *what* and *whale;* the sign for *ou* in *proud, four,* and *coupon;* the sign for *st* in *state, past,* and *pistol;* the signs for *th* and *st* in *thistle*; the signs for *ou* and *ch* in *touch;* and the signs for *wh* and *st* in *whitest.*

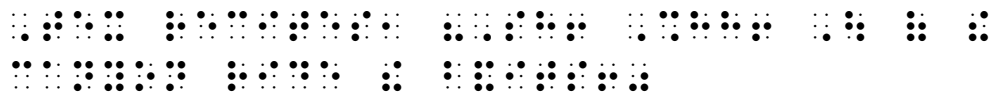
5.3A Contraction preference. As you learned in the last lesson, when there is a choice between two contractions, the one that uses the least space is usually preferred. Therefore, use the *the* contraction, not the *th* contraction, in *theory, mathematics, theology,* and the like.

5.3b Aspirated H. The groupsigns *the, ch, sh, th,* or *wh* should not be used in cases where the h in the letter combination is aspirated, i.e. pronounced as an h sound. Thus, the sign for *sh* cannot be used in *mishap* or *mishandle.*

5.3c Solid (unhyphenated) compound words. Nor are groupsigns used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *sh* is not used in *dachshund*; the sign for *th* is not used in *porthole*; the sign for *wh* is not used in *rawhide*; and the sign for *st* is not used in *crosstrees*.

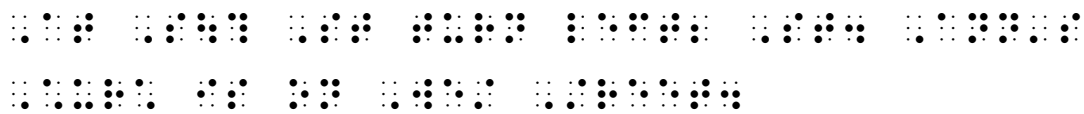
5.3d *"Sh." and "St."* When *sh* is used to mean an admonition to silence, the groupsign for *sh* cannot be used because, when it is standing alone, it bears its wordsign meaning *shall.* The contraction is used if additional letters are added, as in *shh*. Example:

Tex recites, “Sh! Shhh! Out of the canyon ride the bandits!”



Likewise, when in print the words *Street* or *Saint* are abbreviated *St*., the *st* contraction is not used. If these words are spelled out fully in print, follow copy. Example:

At South St turn left; St. Ann's Church is on West Street.



5.4 With Slashes

Do not use the wordsigns for *child, shall, this, which, out* and *still* when they are in direct contact with a slash (they are not standing alone). The groupsigns for *ch, sh, th, wh, ou* and *st,* however, can be used next to the slash. Example:

Which/what tie shall I put on?

⠠⠱⠊⠡⠸⠌⠱⠁⠞ ⠞⠊⠑ ⠩ ⠠⠊ ⠏⠥⠞ ⠕⠝⠫

5.5 Ordinal Numbers [UEB §5.6.1]

No contractions are used in numeric mode. Therefore, the contractions for *st* and *th* should not be used in ordinal numbers, because contractions cannot be used immediately following a number.

Example:

Does Stan live on 1st or 4th Street?

⠠⠙⠕⠑⠎ ⠠⠌⠁⠝ ⠇⠊⠧⠑ ⠕⠝ ⠼⠁⠎⠞ ⠕⠗ ⠼⠙⠞⠓
⠠⠌⠗⠑⠑⠞⠫

Drill 17

Practice brailling the following sentences.

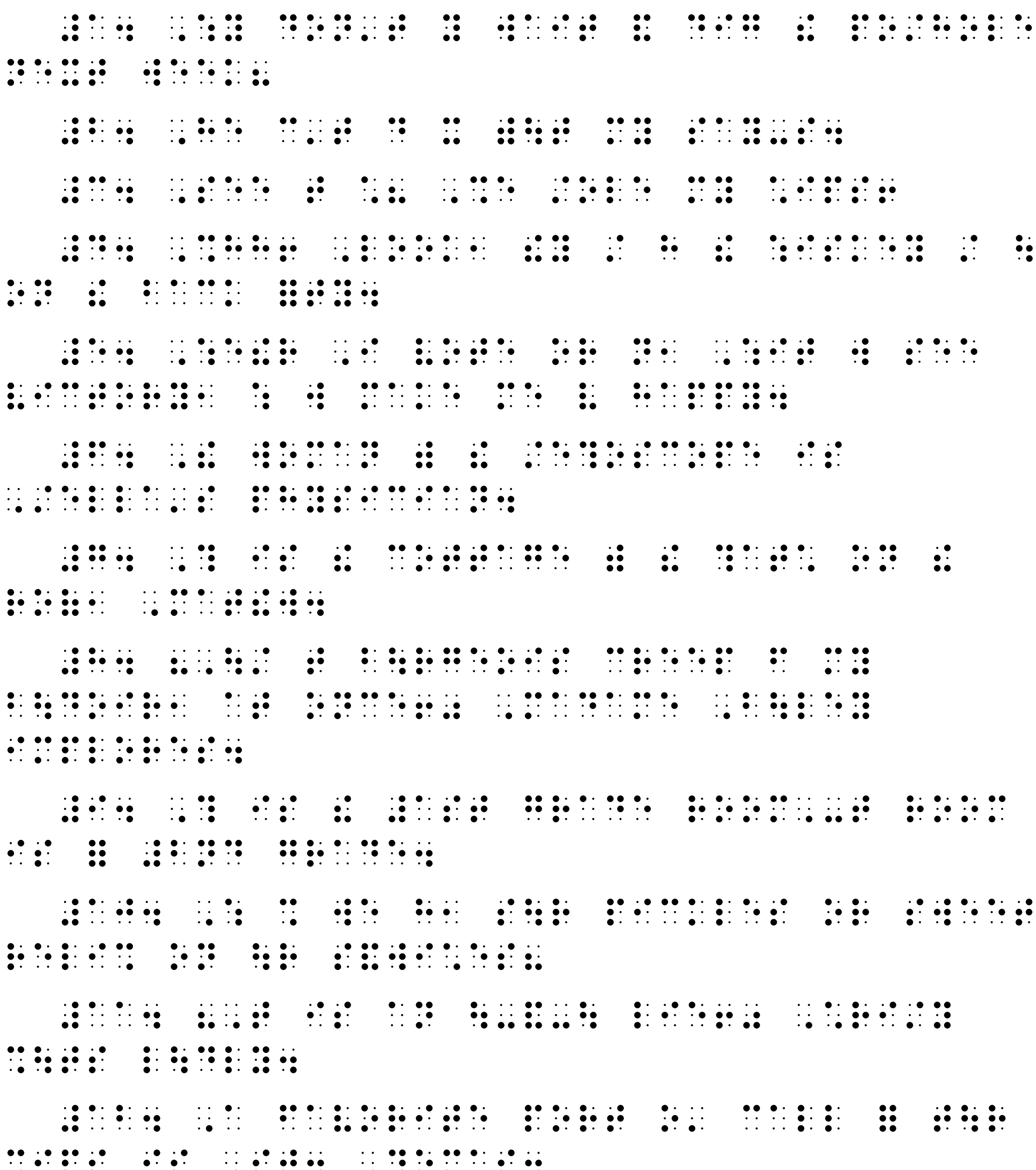
1. Shhh! That shrill whistle annoys me.
2. The churlish dog chases the mischievous child off the grass.
3. Uncle Jonathan still has the shoe store on 21st St.
4. He came out from St. Louis, Missouri, only two months ago.
5. The ship, which will dock at Southampton on the 21st or 22nd of April, will return on the 31st.
6. What d'you expect for Christmas from Uncle Nathaniel?
7. Whether you like it or not—I won't make another mistake like this.
8. Did Mr. Whitney mishandle the school funds?
9. I shall choose another restaurant, for my family simply will not eat any hothouse tomatoes.
10. We shall/shall not go with you.
11. Our van can hold Mom's wheelchair.

12. Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

13. Hey, Guys! Which'll you have—cauliflower or chocolate?

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.



⠼⠁⠉⠲ ⠠⠎⠊⠇⠇⠍⠕⠗⠑ ⠊⠎ ⠁ ⠧⠊⠇⠇⠁⠛⠑ ⠠⠊⠌⠇⠇
⠓ ⠞⠕ ⠧⠊⠎⠊⠞ ⠕⠝ ⠍⠽ ⠝⠑⠭⠞ ⠞⠗⠊⠏⠲

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 5

1. The child's worn-out doll is still a favorite toy.
2. Mr. McDougall lives at 4325 43rd St., Chevy Chase.
3. Christy's closet is full of sheets, washcloths, dishcloths, and other household items.
4. The story of Jonah and the whale thrills my small grandchild.
5. We shall move from St. Paul Street as soon as we can locate a satisfactory house by the sea.
6. On the 21st of this month school'll close for a couple of weeks, which'll cause nobody grief.
7. Still College is a famous school of osteopathy, and Still's curriculum is very broad.
8. Christmas celebrates the birth of the Child of Bethlehem.
9. The lively man sang tunes, told outlandish stories, and did a jig.
10. Without Kathy's help today, we'd have lost the game.
11. You may go outside and play while I bathe and dress.
12. The smallest mishap will cause our plan to fail.
13. We stand at the threshold of further, more significant space travel.
14. I hope the jockey doesn't strike the horse with that rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?
16. “Let's hunt up an out-of-the-way place for our still,” proposes Whiskey Joe.
17. The Whitmans expect the new baby on the 29th of July.
18. This Christmas Grandpa will recite A VISIT FROM ST. NICHOLAS for Sheila.
19. Why did the Czechoslovakians mistrust the Austrians?

20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop out for a two- or three-hour sail on the Wabash.
22. Both of the candidates expect an out-and-out victory.
23. This is a list of my husband's favorite authors: Hawthorne, Poe, Walt Whitman, Shelley, Johann Goethe, Balzac, Proust, Hamilton, Galsworthy, Chekhov, and Dostoevski.
24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Shandra's report on whales, which she took to the Ucopy to duplicate, astonishes us all.
26. “If you devour all that fresh fruit you'll get a stomach ache,” she told the gluttonous child.
27. It's a shame that we can't provide that destitute child a home.
28. A loud cry of anguish came from the boy: "Ouch! My tooth aches!"
29. The prounion forces will urge a strike for more safety devices.
30. I still recall the fury of the big storm of '85, which came up out of the southwest.
31. "Sh," admonishes the nurse, "the child's at last asleep."
32. My husband took our dachshund out for a walk.
33. A thistle has thorns—this is a problem.
34. You look quite ill; shall I call a cab?
35. The candy store has chocolates, which is exactly what I want.
36. I wish you'd stand still so I can fix this hem.
37. You're a knock-out, Beth, with that hair-do.
38. Mom says this is a list of thou-shall-not rules.
39. Put out/douse the fire.
40. This'll go well with my new shirt.
41. That child is still-as-a-mouse.
42. Can you scratch my back? It itches.

Lesson 6

Strong Groupsigns for ar, ed, er, gh, ow, ing

6.1 In General [UEB §10.4]

The following contractions have the same meaning whether used as groupsigns or as wordsigns—they represent the same letter sequences whether they are standing alone or not.

Groupsign	**Meaning**
⠜	ar
⠫	ed
⠻	er
⠣	gh
⠪	ow
⠬	ing

In general, these groupsigns are used wherever the letters they represent occur. Thus:

the *ed* groupsign is used in:

Edith (Ed)i(th), need ne(ed), Ed (Ed) [proper name], edelweiss (ed)elweiss, sedan s(ed)an, red r(ed), reduce r(ed)uce, boredom bor(ed)om

the sign for *ar* is used in:

Arkansas (Ar)kansas, cheddar (ch)(ed)d(ar), garbage g(ar)bage, bare b(ar)e, around (ar)ound

the sign for *er* is used in:

error (er)ror, whimper (wh)imp(er), fern f(er)n, Peru P(er)u, sherry (sh)(er)ry, er (er) [vocal sound], derail d(er)ail, erase (er)ase, imagery imag(er)y

the sign for *gh* is used in:

ghoulish (gh)(ou)li(sh), laugh lau(gh), sight si(gh)t, thorough (th)or(ou)(gh)

the sign for *ow* is used in:

own (ow)n, towel t(ow)el, show (sh)(ow), toward t(ow)(ar)d, ow (ow) [exclamation], drowsy dr(ow)sy

the sign for *ing* is used in:

swinging sw(ing)(ing), ginger g(ing)(er), finger f(ing)(er), fringe fr(ing)e

6.1a Solid Compound Words. As has been stated previously, contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *ed* is not used in *kettledrum,* the sign for *er* is not used in *stateroom,* the sign for *th* is not used in *sweetheart,* and the sign for *gh* is not used in *foghorn.* Nor is the *st* contracted in proper names such as *Johnstown* or *Charlestown*. (Note, however, that when such names are shortened to *Johnston* or *Charleston,* the *st* contraction is used.)

6.1b Aspirated h. Do not use the strong groupsigns for *ch, gh, sh, th,* and *wh,* or the strong contraction for *the,* when the *h* is pronounced like the *h* in *hat* (aspirated). Thus, these contractions should not be used in words like *Shanghai* or *mishandle.*

Drill 18

Practice brailling the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced by $3,000, we can't redecorate the living room as planned.
4. Ed Anderson derived a huge profit from the sale of barley last year.
5. "Will you erase the blackboard, Lonnie, and redo the lesson?"
6. Victorian ladies loved battledore, a game played with a racket and a shuttlecock.
7. She copied her reply to scary@ghosts.com.
8. The colony Sir Walter Raleigh sponsored at Roanoke predated the Jamestown colony.
9. A thorough knowledge of the Spanish language is a prerequisite for the South American service.

10. "What a hat — it's absolutely smashing!"
11. The Russians slaughtered the Hungarian Freedom Fighters with tanks and artillery.
12. THE TEMPEST is full of striking imagery.
13. The blast of the foghorn warned of lurking danger.
14. The tuberose is a fragrant, white, lily-like flower.
15. Our new neighbors came from the town of Rosedale, Michigan.
16. He plans on making a career of aerodynamics.
17. Dick Hoerner starred for the Los Angeles Rams.
18. The Roman aedile supervised the games at the Colosseum.
19. Shanghai is a port on the Huangpu River.
20. Carol arose early this morning and studied for the arithmetic test.

6.2 *Ing* at the Beginning of a Word [UEB §10.4.3, 10.13.4]

There is one restriction on the use of the sign for *ing* that does not apply to the other contractions in this lesson, namely, that it is not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot* or *ingredient*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *super-ingenious,* or when a word is divided between print pages (to be studied later), the contraction cannot be used.

6.3 Choice Between Alternative Contractions [UEB §10.10.3]

6.3a Preference for Contractions Saving Greater Space. Where a choice must be made between two alternative contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that saves the greater amount of space. Examples:

ba(the)s	[*not*]	ba(th)es
(with)(er)	[*not*]	wi(the)r

6.3b Preference for the Contractions *and*, *for, of, the,* and *with.* Where alternative contractions or combinations of them would occupy the same amount of space, preference is given to the strong groupsigns *and*, *for, of, the,* and *with*. Examples:

bro(the)r	[*not*]	bro(th)(er)
nor(the)rn	[*not*]	nor(th)(er)n
soo(the)d	[*not*]	soo(th)(ed)

6.4 1-3 Indention [BF §1.4.3]

To this point you have been instructed to indent the first line of a paragraph so that it starts in cell 3 and the runover lines begin in cell 1. Often, in print, the first line of an item in a list of sentences begins at the margin, with runover lines indented. When such indention occurs in print, it should be represented in braille with the first line of an item starting in cell 1 and runover lines taken to cell 3. Multiple levels of indention will be studied in later lessons.

Drill 19

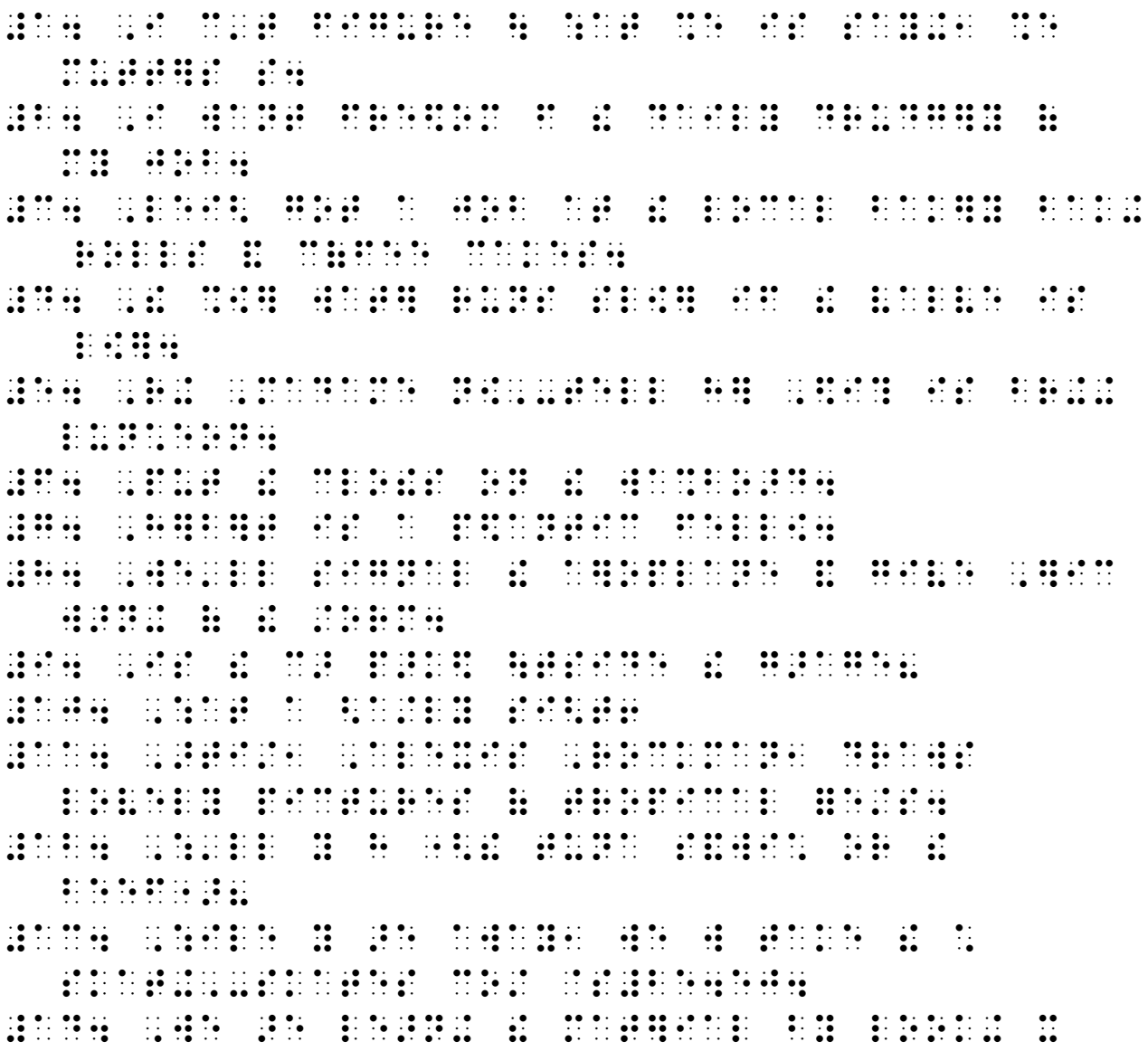
Practice brailling the following sentences. Use a 1-3 margin.

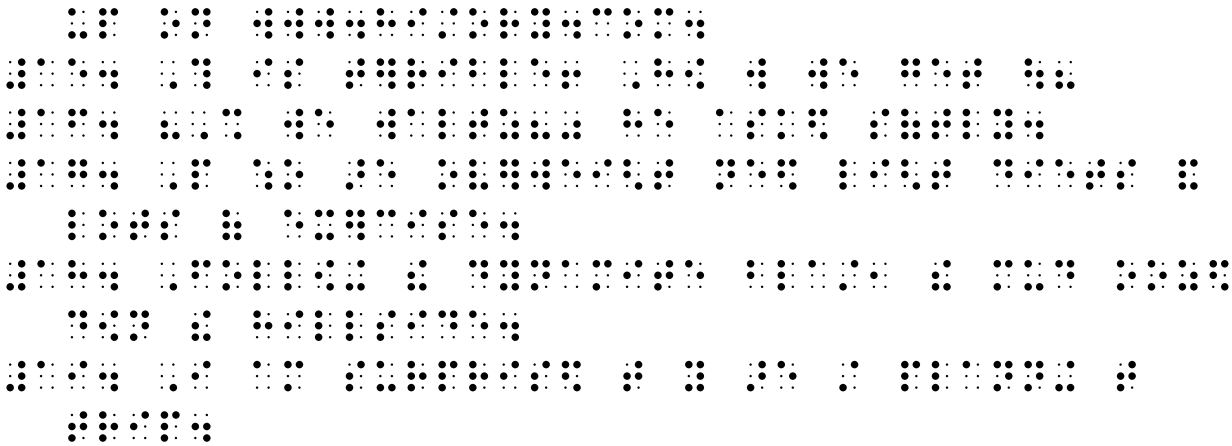
1. Ginger ale will quiet an upset stomach now and then.
2. "I Got Spurs That Jingle Jangle Jingle" sings the carefree western cowhand.
3. Her hair is slightly tinged with gray, but her eyes have the sparkle of youth.
4. During the storm the gale blew all the flower pots off the front porch.
5. While visiting Switzerland, we learned that the edelweiss is a favorite flower of that area.
6. Aloysius is a brilliant scholar, but he will not study without coercion.
7. Ed's plane landed on the fringe of the runway.
8. I didn't like boxing practice last week; it left me with a nosebleed.
9. Though the policeman is tough, he is fair.
10. Frederick's nostrils savored the tantalizing aroma of coffee arising from the downstairs flat.
11. "Ow!" shouted the professor as he dropped the stack of books.
12. "Let's see," pondered Jerry, "it's—er—four more weeks until school is out."

13. She gave Steve a withering look and exclaimed, “I wish you'd bathe every now and then!”
14. The seductive perfume of flowers filled the night air.
15. The cricket is the harbinger of the early approach of the fall of the year.
16. Erika gave a sigh of boredom as she waited for the others.

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.





EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin for this exercise; you will use the 1-3 format in later exercises. After you have successfully completed this exercise, your instructor will provide you with a reading exercise to complete before proceeding to Lesson 7.

LESSON 6

1. “The moving finger writes and having writ moves on.”—Omar Khayyam
2. The town sorely needed more civic progress and a change of politicians.
3. The remark Meg made is far from flattering, I can assure you.
4. George Washington, a redoubtable soldier, excelled as a statesman as well.
5. Jack says the towhee resembles the sparrow, but I don't agree.
6. The volcano erupted, causing serious loss of life and property.
7. The Atlantic Charter proclaimed the “Four Freedoms.”
8. The new doghouse will keep Rover warm during the cold months.
9. Power down all laptop computers, and stow tray tables for landing.
10. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
11. Gramp's old radio has an outside aerial.
12. They practiced riflery at SPORTSRange for an hour.
13. As the waitress set the salad on the table, he looked at it curiously and queried, “Did I order this, or—er—did another person want it?”

14. The Romans respected the aediles, who kept law and order.
15. Michael's Airedale, Bingo, won 4th prize at the neighborhood dog show.
16. The tiger is a predacious animal.
17. Boys shanghaied on the streets of Liverpool served on sailing ships.
18. The two outstanding track stars will rerun the hundred-meter dash.
19. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
20. We have to eradicate all of the terrorist groups from this land by next year.
21. Stieg Larsson's THE GIRL WHO KICKED THE HORNETS' NEST is the third book of the trilogy.
22. Are you taking a stateroom for the overnight trip?
23. On arriving at Singapore, Edmond emailed the Chicago office for further orders.
24. Roger Babson predicted the stock market crash of 1929.
25. Our proceeds from the last fantasy football game exceeded anything we anticipated.
26. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
27. Any adverse criticism of America's foreign policy arouses Howard's anger.
28. “Ow!” cried Ed, as the doctor roughly removed the bandage.
29. OEDIPUS REX is a famous tragedy of Sophocles.
30. The plants are withered from lack of water.
31. The melody of The Lost Chord soothes and relaxes my tired nerves.
32. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
33. He spoke eruditely and with fervor on the art of the Edwardian Era.
34. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
35. The dignified Duchess hired a sedan chair for her tour of Shanghai.
36. The doctor ordered a sedative for the hysterical victim.

SUMMARY: PUTTING IT ALL TOGETHER

Below is a summary of some of the important concepts in contraction usage that have been studied thus far:

- A wordsign is a contraction that represents an entire word. A groupsign represents two or more letters that are part of a word. Some contractions have both a wordsign and a groupsign meaning.
- A word (or, more precisely, a "letters-sequence") is considered to be *standing alone* if it is both preceded and followed by a space, a hyphen, or a dash. The letters-sequence is still considered standing alone if some specific symbols or indicators are placed between it and the dash, hyphen or space that comes before or after it. Some of the symbols and indicators that can be placed at the beginning of a word include opening quotation marks, capital indicator, opening parentheses, and others to be studied later. Those that can be at the end of the word before the space, hyphen or dash include the period, comma, question mark, colon, semicolon, closing quotation mark, closing parenthesis, and others which have not yet been studied. If a slash, capital indicator, period, number, or other non-alphabetic symbol appears within the word, then that word is not standing alone. See UEB §2.6 for the complete standing alone rule.
- Wordsigns may be used as such only if they are standing alone.
- Alphabetic and strong wordsigns may also be used if they are followed by *'d, 'll, 're, 's, 't* or *'ve;* these words are still considered standing alone (UEB §2.6.4).
- Groupsigns may not be used if their letters overlap the components of a solid compound word.
- If there is a choice of contractions, the strong groupsigns *and, for, of, the,* and *with* should be chosen unless another choice would result in fewer cells used.
- The groupsigns *the, ch, gh, sh, th,* and *wh* should not be used if the h is aspirated.
- Groupsigns may not be used if their letters are part of an ordinal number (no contractions are used in numeric mode).
- If a contraction's wordsign meaning is different from its groupsign meaning, the groupsign is not used when the letters it represents are standing alone.
- The strong groupsign *ing* may not be used at the beginning of a word.

[This lesson last updated February 25, 2019]

Lesson 7

Lower Wordsigns for in, enough, be, his, was, were
Lower Groupsigns for in, en, be, con, dis
Introduction to Shortforms

7.1 Definition of Lower Signs

In addition to the one-cell contractions already studied, there is another group of contractions known as lower signs. Combinations of dots which contain neither dot 1 nor dot 4 form these lower contractions. There are lower wordsigns and lower groupsigns. Following are the lower contractions that will be studied in this lesson.

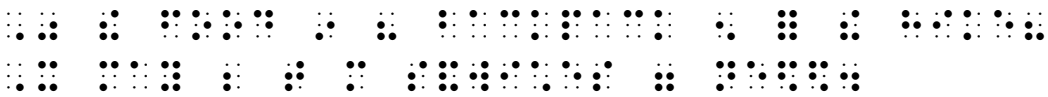
	Wordsign		**Groupsign**
Contraction	**Meaning**	**Contraction**	**Meaning**
⠔	in	⠔	in
⠢	enough	⠢	en
⠆	be	⠆	be
⠦	his	⠒	con
⠴	was	⠤	dis
⠶	were		

- Note that the WORDSIGNS *in, enough,* and *be* are the same as the groupsigns for *in, en,* and *be.*

7.2 Lower Wordsigns for *be, his, was, were* [UEB §10.5]

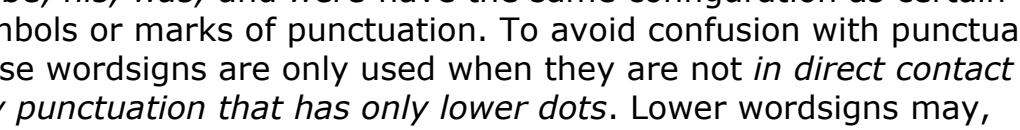
These contractions, when standing alone, represent whole words. Example:

Was the food in his backpack enough for the hike? It may be that more sandwiches were needed.



7.2a In contact with lower punctuation or indicators. The contractions for *be, his, was,* and *were* have the same configuration as certain symbols or marks of punctuation. To avoid confusion with punctuation, these wordsigns are only used when they are not *in direct contact with any punctuation that has only lower dots*. Lower wordsigns may, however, be in contact with capital indicators. Thus, in the following sentence none of the lower wordsigns can be used.

"His history book was—or rather is—the same color as my books were."

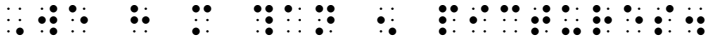


Note that the word *his* could have been contracted if it had been preceded only by the capital indicator, but since it is also preceded by the opening quotation mark it was spelled out. The contraction for *his* is not used in the word *history* because the lower wordsigns cannot be used as parts of words. The contraction for *was* may not be used because it precedes a dash. The contraction for *were* may not be used because it would be in contact with the period.

7.3 Enough

This wordsign is used when the word *enough* is standing alone, and, unlike *be, were, his,* and *was,* it can be used when in contact with lower punctuation signs provided the sequence contains upper dots. Capital indicators and terminators are disregarded when applying this rule. The wordsign can also be used in the word *enough's*.

We have more than enough pictures.



IT'S JUST NOT ENOUGH

Far-enough ⠠⠋⠜⠤⠢

When the wordsign for *enough* cannot be used, the groupsign for the letters *en* (to be studied next) is used.

"Enough!" ⠦⠠⠢⠳⠣⠖⠼

The lower wordsigns for *be, his, was, were,* and *enough* cannot be used next to a slash because they must always stand alone. Example:

his/hers ⠓⠊⠎⠸⠌⠓⠻⠎ plenty/enough ⠏⠇⠢⠖⠽⠸⠌⠢⠳⠣

7.4 In

The wordsign for *in* may be used wherever its word occurs, as long as the surrounding sequence contains upper dots. For example, the *in* wordsign may be used in *brother-in-law* or *in-depth.* It can be used next to a slash.

Drill 20

Practice brailling the following sentences. Use a 3-1 margin.

1. Was the man who carried the child in his arms a fireman?
2. "I will be—er—in my study if you need me."
3. Do we have enough gas for the trip?
4. "In-and-out, in-and-out! Can't you decide what you want?"
5. The savagery of the fight was revolting (in fact, three people passed out).
6. That's what it was! A gray wolf hiding in the hedge.
7. Who did that—were you that person?
8. In spite of the fact that Michael was a stand-in for David, the play was a triumph.
9. Choose the correct answer: We was/were going in the morning.

7.5 Lower groupsigns [UEB §10.6]

7.5a *In* and *En*. The same braille configurations that represent the whole words *in* and *enough* are also used to represent the letters *in* and *en* as parts of words. Use these two lower groupsigns wherever the letters they represent occur, except when specific rules limit their use as discussed later.

Consequently, the *in* groupsign is used in *instant, main, pine, minor,* and *Carolina.* The *en* groupsign is used in *enforce, often, senior,* and *Gene.*

It should also be borne in mind that where the *ing* contraction cannot be used because the letters occur at the beginning of the word, as in *ingredient*, the *in* contraction is used (⠔⠛⠗⠫⠊⠢⠞).

7.5b Compound words. Contractions cannot be used if they overlap the elements of a solid compound word; consequently the *en* groupsign is not used in *toenail* or *treenail.*

7.5c Standing alone. When the letters *en* are standing alone such as in *en route, Chou En-Lai*, or "*en-shaped figure,*" the contraction is not used because it means "enough" when standing alone.

7.5d Preference for the contractions *and, for, of, the*, and *with*. In words like *then* and *Athens,* the *the* contraction with *n is* used in preference to the *th* with *en* contractions because of the rule stated in UEB §10.10.3, which gives preference to the contractions for *and, for, of, the*, and *with (the strong contractions)* over any other contractions provided their use does not waste space.

7.6 The Lower-Sign Rule [UEB §10.5, 10.6]

Any number of unspaced lower groupsigns can follow one another provided the sequence is in contact with a character containing an upper dot (dot 1 or dot 4). Thus, in the following example both the in and en contractions are used in the word *linen* because the lower signs are in contact with the letter l. Example:

Was it truly his, that suit of fine linen?

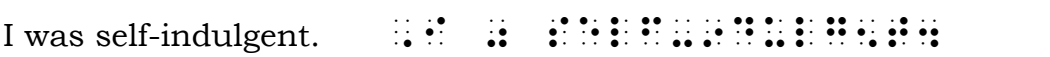
⠠⠴ ⠭ ⠞⠗⠥⠇⠽ ⠓⠊⠎⠂ ⠞ ⠎⠥⠊⠞ ⠷ ⠋⠔⠑ ⠇⠔⠢⠧

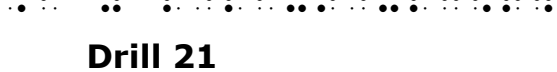
- **Note:** This rule also applies to other lower wordsigns and groupsigns that will be studied later in this lesson and in Lesson 8.

The groupsigns for *en* or *in* may be in contact with other letters or lower punctuation so long as the sequence is in touch with an upper dot.

Examples:

It's all in vain—encourage her anyway.



I was self-indulgent. 

Drill 21

Practice brailling the following sentences. Use a 3-1 margin.

1. When they were finished with the interview the clock was striking seven.
2. If you don't hurry we'll be late for dinner.
3. I worry that they don't have enough food in the house for the entire weekend.
4. In the initial stages of the war all went well.
5. “In my not-so-very-humble opinion,” the indignant man from Virginia proclaimed, “General Lee was indubitably the most outstanding general in the Civil War.”
6. When my in-laws invaded our domain I was in a state of frenzy.
7. Ingmar met his bride-to-be, Ingrid, at a fly-in fishing camp in Sweden.
8. If you insist that I be frank, I will be.
9. How few they were, yet how magnificently they defended the homeland!
10. “Enough's enough!” cried the infuriated parent.
11. Dennis is having trouble with denominators that are binomials.
12. His ingrown toenail is giving Henri intolerable pain.
13. You can't deny that the theater is badly in need of a thorough renovating.
14. His enormous hand grasped mine in hearty welcome.
15. Demosthenes was a famous orator of ancient Athens.
16. The insects descended en masse and denuded the fields.
17. Chou En-lai, 1898-1976, was skilled in negotiating (his speeches were exuberant and well expressed).
18. If you haven't anything in our price range we aren't interested in looking.

19. I remember Aunt Inez and how she told me in her southern drawl, "Joy, for my biscuits you'll need the best flour and fine shortenin'."
20. Americans just weren't adequately prepared for the attack on Pearl Harbor and the events that followed.
21. The senator wasn't in, but his secretary greeted us warmly.
22. He finds the climate in Phoenix, Arizona, beneficial for his asthma.

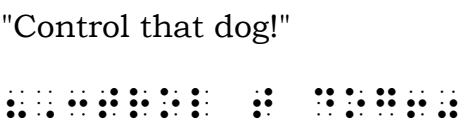
7.7 Lower Groupsigns for *be, con, dis* [UEB §10.6]

7.7a As first syllable of word. The contractions for *be, con*, and *dis* are sometimes called the "leader" contractions because they are used only when they constitute a syllable and occur at the beginning of a word. Thus, these contractions are used in such words as *believe, conduct,* and *district*. They are not used in words such as *unbelievable, misconduct,* or *predisposed* where they do not occur at the beginning of the word. Nor are they used in such words as *bee, belligerent, conch*, and *disc* where other letters are included in the syllable; or in *disheveled* where all the letters do not fall in the same syllable.

These groupsigns can, however, be used when they constitute the first syllable of the second word of a hyphenated compound word such as *self-control* or *non-disposable,* since the second word is standing alone.

7.7b With punctuation. *T*he contractions for *be, con*, and *dis* are used when punctuation comes before them. Examples:

"Control that dog!"

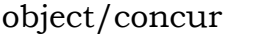


(becoming, don't you think?)

Do not use the groupsigns for *be, con,* and *dis* when punctuation or a capital indicator comes immediately after them. As a consequence, they are not used in syllabicated words. Examples:

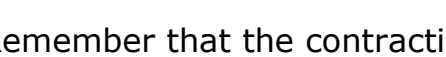
[be]hold

dis'armony



Con-rad!

object/concur

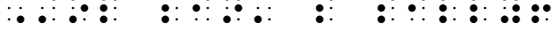


7.7c The words *con* and *dis.* Remember that the contractions for *con* and *dis* are purely groupsigns and therefore cannot be used to represent the whole words *con* (as in the expression *pro and con*), or the slang expression *dis.*

Examples: con, (con)n(ing), conn(ed), dis, (dis)s(ing), diss(ed)

7.8 More on Lower Sign Rule

When two or more lower groupsigns would follow one another without being in contact with an upper dot, the *final* lower groupsign is not used. Example:

Stop bein' so silly! 

Drill 22

Practice brailling the following sentences. Use a 1-3 margin.

1. I was disconcerted when I learned that residents of the District of Columbia were denied home rule until the twentieth century.
2. The chairman of the sub-committee on the conduct of wayward youth lost his self-control when the members became disorderly.
3. Credit is given Sir Francis Bacon for having originated the modern scientific method of thinking.
4. Sandy was bewitched, bothered and bewildered; Serena remained undisturbed.
5. Congress debated the issue pro and con for weeks.
6. Maybe we'll send Mary Contrary with you; she's bein' very disobedient.
7. Czech immigrants settled in Wisconsin.
8. Mandy's belligerent attitude is utterly inexplicable/confusing.

7.9 *Be, con,* and *dis,* in Abbreviations

If any of these three contractions can be used in a complete word, it can also be used in the abbreviation for that word. Thus, since the *con* sign is used in the word *Connecticut*, it should also be used in the abbreviation *Conn.* Likewise, the *dis* sign should be used in *Dist*., the abbreviation for *District.* Of course, if the letters comprising any of these contractions constitute an entire abbreviation, as in *Con.* for *Consolidated*, the contraction cannot be used as it would result in two lower signs following one another without a space, and neither would be in contact with a character containing dot 1 or dot 4. Also, if these contractions could not have been used in the word itself, they should not be used in its abbreviation, as in *Belg*., the abbreviation for *Belgium.*

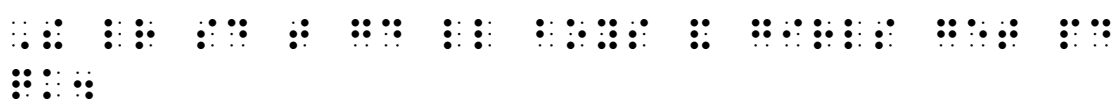
7.10 Introduction to Shortforms [UEB §10.9]

In addition to contractions, braille contains abbreviated forms for many words that will be studied in succeeding lessons. They are called shortforms. Memorize the following six shortforms.

Short-form	**Meaning**	**Short-form**	**Meaning**
gd	good	pd	paid
lr	letter	qk	quick
ll	little	sd	said

Example:

The letter said that good little boys and girls get paid quick.



Drill 23

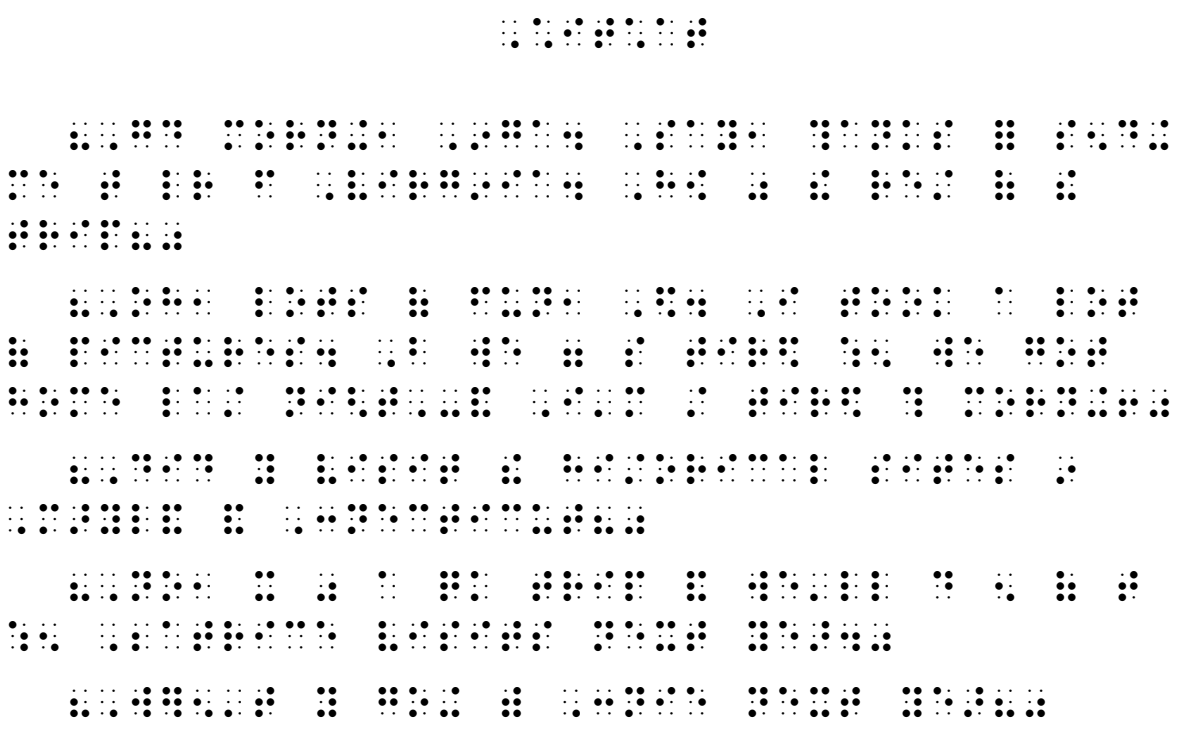
Practice brailling the following sentences. Use a 1-3 margin.

1. The letter, I confess, left Dad looking rather bewildered.
2. I paid little heed when I was told that Connie and Beatrice were becoming constant companions.

3. Disposing of this problem will not be quick and will require the combined efforts of all of us.
4. The politician's denial was disingenuous.
5. Betty's behavior in school was unbecoming for a child her age—maybe she'll improve next year.
6. Benedict's wife, who is the president of the Ladies Benevolent Society of St. John's Church, paid me a visit.
7. With considerable effort she regained her self-control and continued perusing the letter.
8. Most of the men who man our submarines are trained at New London, Conn.
9. Ben O'Connor, a good little guy, is my choice for the job – disregard the rumors of "history".
10. Constable Hemingway pointed his gun menacingly and ordered, “Quick! Come out from be'ind that bar!”

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.



[illegible]

[illegible]

[illegible]

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 1-3 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 8.

LESSON 7

1. Dickens and Thackeray were the two most outstanding British novelists of the nineteenth century.
2. Grandpa will be in his late seventies when I graduate from college.
3. The doctor was insistent that he not get out of bed until well enough.
4. He recited Tennyson's “In Memoriam” with intense feeling.
5. “The enormous volcano is erupting,” enunciated the announcer.
6. Her prenatal exam shows that she has gastroenteritis.
7. We laughed as she told her tale—in a rather loud, animated, but humorous vein—involving her dog Buddy.
8. She says she feels insecure when she rides in a twin-engine plane.
9. When I've saved enough, I'll buy the entire set of J.K. Rowling from books_online.com for my grandchild.

10. Virgil's AENEID opens with the flight of the hero from Troy.
11. If he will take daily calisthenics for a few months his physique will be immensely strengthened.
12. A wooden peg used for joining timbers is called a treenail.
13. The renovated home was splendidly decorated in the style of the era.
14. I think the interior of PIANOBar on 5th St. needs a complete redesign — they haven't even repainted it since the 1960s.
15. When Mr. Engles retired he started delivering groceries for shut-ins.
16. Jane absolutely loved the linen suit her Mom sent her from Italy.
17. We felt very sad when the lovely coniferous tree fell down.
18. Benedict Arnold betrayed the United States when he surrendered West Point.
19. His boss said that my brother-in-law, Erin, wasn't responsible for the failure of the company.
20. “Which'll it be, madame, soda or ginger ale?” inquired the bespectacled waiter.
21. Study the following antonyms: in/out, his/hers, content/dismayed, nervous/composed.
22. Apparently the bill was paid, but the matter will be looked into by the agency.
23. Our officers' meeting will be chiefly concerned with considering the new budget.
24. The lines of the pattern are very subtle and indistinct.
25. The denial of freedom of the press is a distinctly totalitarian phenomenon.
26. I find things like trinomials and logarithms a constant enigma.
27. I left the dinghy on the side of the Wisconsin River and continued my journey on foot.
28. “You be good an' come out quick with yer hands up,” said the sheriff, “or I'm comin' in and git yuh.”
29. As a Naval ex-commander, John Jamison of Jamestown was a firm believer in discipline.
30. Intercontinental flights arrive hourly at Dulles Airport.

31. The auto crash left his hair disheveled and his clothing in disarray.
32. As the strutting cockney orator took his place on the rostrum, he began: "On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse of Commons!"
33. In a closely-contested race, O'Connor (his twitter handle is @OconnorDFL) was chosen Congressman from the 1st Dist. of Iowa.
34. That was intended as a tribute, not a dis.
35. When she arrived at the studio, she discovered a hastily-scribbled note that said, “CALLED OUT OF TOWN UNEXPECTEDLY; FOR NEXT LESSON PRACTICE MOZART'S CON. NO. 18.”
36. If Leslie remains very patient, maybe Mr. Drew will change his mind and write her that letter (with $50.00 enclosed).
37. By constantly reminding us to "overcome," Martin Luther King gave us hope and pride.
38. His behavior denoted that Adam was continually undismayed at the most unexpected outcome.

[This lesson last updated November 28, 2016]

Lesson 8

Lower Groupsigns for bb, cc, ff, gg, ea
More Shortforms

8.1 The Double-Letter Signs and *ea* Sign [UEB §10.6.5-10.6.6]

Contraction	Meaning
⠆	bb
⠒	cc
⠖	ff
⠶	gg
⠂	ea

8.1a Used only within words. Note that, in addition to the meanings given above, each of these characters is also used to represent some other contraction or punctuation. Some represent whole words, others act as contractions at the beginning of words, and some appear at the end of words as punctuation. To prevent confusion, these characters are used as groupsigns representing the double-letter signs or the *ea* sign *only* when they occur between letters and/or contractions within a word. For that reason they are sometimes called the "sandwich contractions." Examples:

rubble	occupy	puffy	eggs	really
⠗⠥⠆⠇⠑	⠕⠒⠥⠏⠽	⠏⠥⠖⠽	⠑⠶⠎	⠗⠂⠇⠇⠽
grabbed	accept	stiffly	Peggy	mileage
⠛⠗⠁⠆⠫	⠁⠒⠑⠏⠞	⠌⠊⠖⠇⠽	⠠⠏⠑⠶⠽	⠍⠊⠇⠂⠛⠑

Consequently, these contractions cannot be used at the beginning or the end of a word. Nor can they be used in contact with punctuation or indicators.

Examples:

easy	tea	sheriff's	SeaCliff Apts.	ebb-tide

8.1b *ea*. The contraction for *ea* is not used when its letters bridge a prefix and the remainder of the word.

Examples:

preamble	readjust

8.1c Solid compound words. Although these groupsigns are not used in *tea, sea,* or *egg*, they are used in the compound words *teacup, seashore*, and *egghead.* If, however, the letters comprising any of these contractions fall partly into one component of a compound word and partly into the other, the contraction is not used. Examples:

pineapple	dumbbell	doggone	poleax

8.1d Contraction preferences. The contractions for *bb, cc, ff, gg,* and *ea* are the least favored of all one-cell groupsigns. When a choice must be made between contractions, *any other one-cell groupsign is preferred over them.* Examples:

(of)fice	[*not*]	o(ff)ice	(the)at(er)	[*not*]	(th)(ea)t(er)
le(ar)n	[*not*]	l(ea)rn	ef(for)t	[*not*]	e(ff)ort
sac(ch)(ar)(in)e	[*not*]	sa(cc)h(ar)(in)e	me(and)(er)	[*not*]	m(ea)nd(er)

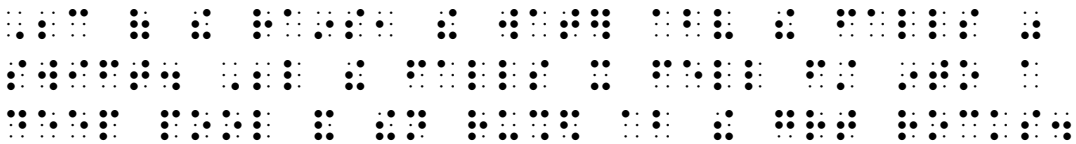
8.2 **More Shortforms** [UEB §10.9]

Following are six more shortforms to be memorized.

Shortform	Meaning	Shortform	Meaning	Shortform	Meaning
ab	about	(be)c	because	f(st)	first
abv	above	(be)l	below	grt	great

Example:

Because of the rains, the water above the falls was swift. Below the falls it fell first into a deep pool and then rushed about the great rocks.



Drill 24

Practice brailling the following words and sentences. In the word section, leave three spaces between words.

rubber effective rabble scaffold adds coffee jiggle
hobbled zealot meander pebble create middle
succotash meddle Mecca idea ideal southeast react
bleach bleed dabble daddy

1. When he saw the cop put his finger on the trigger he gave up the struggle.
2. Succor was not slow in arriving for the disaster sufferers; in fact it was amazingly quick.
3. "You are a very good little girl, Effie," said Aunt Maggie.
4. You may think it odd, but I simply will not eat cabbage in any form.
5. "I kin go out with a diff’rent girl every night," said the sheriff's son.

6. She was a stiff-necked old aristocrat with an impressive genealogy who refused to mingle with the rabble.

7. The leaders of the plot will be tried for treason.

8. Write a letter saying, first of all, that we are committed and will not tolerate being treated like riffraff.

9. Hiding below the stairs, Mr. Eaton was puffing contentedly on a huge cigar.

10. Eddie paid $1500 for his first car and he is proud as a peacock.

11. For dinner we served the farmhands meatloaf, potatoes and gravy, eggplant, carrot and cabbage salad, bread, coffee, peaches and cream, and white cake topped with fluffy marshmallow frosting.

12. Her wedding bouquet was made of spirea and baby's breath.

13. In 1933 Leander and his boys were arrested as the result of a brawl near a St. Louis speakeasy.

14. The house was deserted and an uneaten meal was still spread on the table.

15. My cousin was taken prisoner by the Chinese Communists in the Korean War.

16. I was agreeably surprised by the fine delivery of the valedictory speech, which was given at the baccalaureate exercises.

17. Mr. Webb loves his old Rambler because it handles so well and he still gets great gas mileage, but above all, he just loves the way it looks.

18. He left his Chevrolet at the garage because he needed to have the carburetor readjusted and the wheels realigned.

19. I believe that the seller will accept considerably less than the price he quoted.

20. President Truman made monkeys out of the political wiseacres who were predicting a Republican victory in 1948.

21. Tina's new beau is picking her up about 8:00 and they are going to the theater.

22. It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.

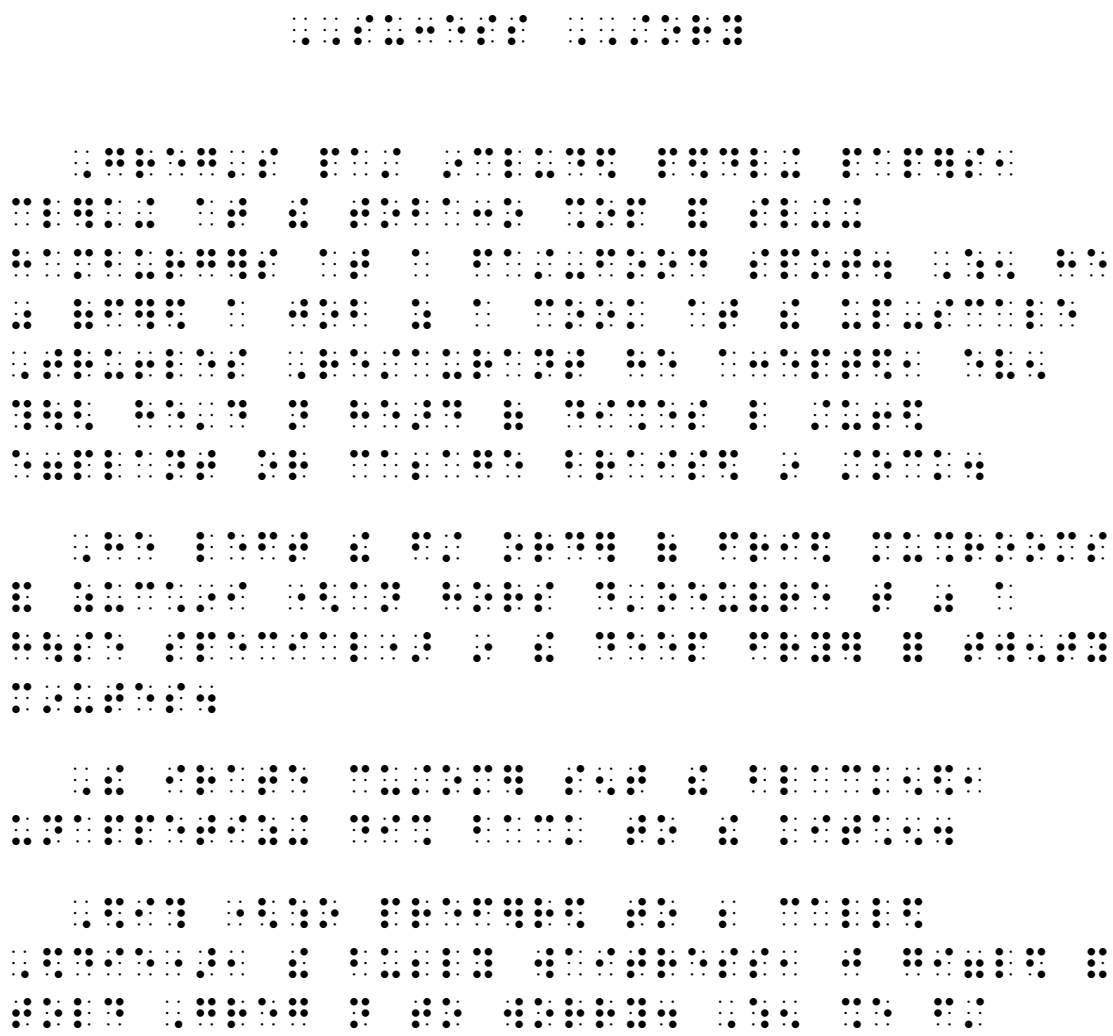
23. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.

24. The doctor padded the area above and below the injury.

25. Luci avoided the accident by quick thinking.

READING PRACTICE

Write the following sentences in print. Compare your work with the print version in Appendix A.



[illegible]

[illegible]

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 9.

LESSON 8

1. He was not accustomed to reducing expenses, but when he finally did so, Stafford was able to gather sufficient funding for a condominium near the beach.

2. Cloning has been researched for decades, but the public has not accepted the idea.

3. The scene in the dear little cottage presented a tableau of heart-warming domestic bliss and harmony.

4. The story about the aggressive robbers (continued in the next issue) is very creative and filled with horror and suspense.

5. A determined juror kept doggedly reasserting his belief that the accused was innocent.

6. Jeanne leaned over the edge of the raft, growing more nervous by the minute as the current accelerated.

7. They said the 4 text messages were supposed to have arrived by 12:30; they might as well have sent a letter in the mail.

8. "When you meet her, don't make a big deal over all that the Secretary of State has accomplished; she is very down-to-earth and likes to be treated like a normal person."

9. The alchemists of the Middle Ages were preoccupied with trying to make gold out of the baser metals.

10. On about the 1st of July, he will be ready to open his new office in the 'hood and will bring on a few staffers who will be well paid.

11. The motto that Cyril lives by is "Early to bed, early to rise, makes a man healthy, wealthy and wise."

12. The sheriff then placed handcuffs on the ruffians and led them off to jail.

13. Earnest was preparing breakfast—bacon and eggs—with a little help from RecipesOnline.com.

14. Following the meeting of the Ways and Means Committee, the affable hosts served tea and very good muffins.

15. It's the bailiff's duty to keep order in the courtroom.

16. The ROSENTheater on Byron Street is featuring a great movie this evening.

17. It has been a custom in our household to serve eggnog during the Christmas season.

18. The widespread use of penicillin and other antibiotics considerably reduced the danger from certain diseases.

19. Have a good trip, and above all, stay below the speed limit.

20. Eddie's compass showed that we were headed southeast.

21. The Bible says that "In the beginning God created the heaven and the earth."

22. His entire demeanor was permeated with an air of insufferable conceit.

23. Be sure to consume plenty of protein for effective strength training with dumbbells or kettlebells.

24. Brown sugar on oatmeal or Cream of Wheat provides quick energy on a cold morning.

25. The handbill said: "We trace any genealogy and guarantee to provide you with an imposing lineage."

26. When I make Mom's muffins, I add pineapple and readjust the spices to make them tastier.

27. The funeral sermon was full of paeans of praise for the deceased leader.

28. "Be nice to Mr. Smith. We can't afford to dis our best customer."

29. The letter said that at last David was to realize his dream of becoming the proprietor of a small acreage.

SUMMARY OF CONTRACTION USAGE

Lower Signs

Lower sign rule: Any number of lower groupsigns and lower punctuation may follow one another without a space, provided that one of them is in contact with a character containing dot 1 or dot 4. Capital indicators are disregarded for purposes of this rule.

- When a series of lower signs is not in contact with a dot 1 or 4, the last possible contraction is spelled out.

Lower Wordsigns

be, his, was, were:

- Cannot be part of a longer word
- Cannot be used in contact with lower punctuation

In, Enough:

- Cannot be part of a longer word (except that *enough* can be used in the word *enough's*)
- Can be used in contact with lower punctuation if the sequence contains upper dots.
- The wordsign for *in* can be used next to a slash

Lower Groupsigns

be, con, dis:

- Are only used when they constitute the first syllable of a word.
- Are used following the hyphen in a hyphenated compound word.
- Are not used next to a slash.

• con and dis cannot be used as whole words.

• can be used in abbreviations if they do not constitute the entire abbreviation.

Bb, cc, ff, gg, ea:

• Are used only in the middle of words.

• Strong groupsigns have preference over them.

• Are never used when in contact with punctuation.

• ea is not used when its letters overlap a prefix and the remainder of the word.

en, in:

• Can be used wherever the letters occur.

• Strong groupsigns have preference over them; however, ing cannot be used at the beginning of a word.

• Must follow the lower sign rule.

Lesson 9

Initial-Letter Contractions, More Shortforms

9.1 In General [UEB §10.7]

The contractions about to be studied are all two-cell configurations. Initial-letter contractions are formed by preceding the initial letter or initial contraction of the word by dot 5, dots 45, or dots 456. So, for instance, the letter *d* standing alone is the word *do,* but when *d* is immediately preceded by dot 5 it becomes the word *day*—which can be used for the whole word *day* or as part of the word *yesterday.*

Dot 5		Dots 45	**Dots 456**	
---		---	cannot	⠸⠉
day	⠐⠙	---	---	
ever	⠐⠑	---	---	
father	⠐⠋	---	---	
here	⠐⠓	---	had	⠸⠓
know	⠐⠅	---	---	
lord	⠐⠇	---	---	
mother	⠐⠍	---	many	⠸⠍
name	⠐⠝	---	---	
one	⠐⠕	---	---	
part	⠐⠏	---	---	
question	⠐⠟	---	---	
right	⠐⠗	---	---	

some		---		spirit	
time		---		---	
under		upon		---	
work		word		world	
young		---		---	
character		---		---	
through		those		---	
where		whose		---	
ought		---		---	
there		these		their	

9.1a In General. Initial-letter contractions are used both as wordsigns and groupsigns.

Initial letter contractions should not be used when they would seriously distort the pronunciation of the word. For example, do not use *part* in *Parthenon, had* in *shadow, mother* in *chemotherapy,* or *here* in *heretic.*

9.1b With a Slash. Use initial-letter contractions next to a slash. Example:

month/day/year ⠍⠕⠝⠞⠓⠸⠌⠙⠁⠽⠸⠌⠽⠑⠁⠗

9.2 Rules for Specific Initial-Letter Contractions

9.2a Upon, These, Those, Whose, There [UEB §10.7.2]. These five contractions should only be used when their whole word meaning is retained. Do not use them in words like *blathered, Dupont,* or *hypotheses.*

9.2b Had [UEB §10.7.3]. Use the *had* contraction only when the *a* is short. It should not be used in words like *Hades.*

9.2c Ever. The *ever* contraction is only used when the stress is on the first *e*, and when its letters are not preceded by i or e. Words like *severe* and *believer* should not contain the *ever* contraction.

9.2d Here and Name. Use these contractions only when all of their letters fall into the same syllable. They should not be used in words like *ethereal* or *enamel.*

9.2e One. This contraction is used when its letters fall into the same syllable of a word (*phone, done, dethrone*), with the following exceptions:

(1) Do not use this contraction when its letters are preceded by the letter *o,* as in words like *Boone.*

(2) Use the one contraction in words that end with *oney* like *honey* or *money.*

(3) Use this contraction in the two words *honest* and *monetary* and their derivatives (words like *honesty* and *monetarily*).

9.2f Some. Use this contraction only when its letters form a syllable of the basic word. It is used in *loathsome* and *handsomest* but not in *ransomed* or *somersault.*

9.2g Time. Use this contraction when its letters are pronounced the same as the word *time.* Therefore, the contraction is used in words like *pastime* or *Timex* but not in words like *centimeter* or *multimedia.*

9.2h Under. Use this contraction wherever its letters occur, with the following exceptions:

(1) Do not use the under contraction when its letters are preceded by the letters *a* or *o,* such as in *flounder* or *launder.*

(2) Do not use this contraction when any of its letters fall into a prefix, such as in words like *underogatory.*

Drill 25

Practice by brailling the following words and sentences. In the word section, leave three spaces between words. Use a 1-3 margin for the sentences.

ransom ransomed blossom blossomed handsome handsomer lonesome lonesomest party partook partial parterre common commoner commonest know knowledge acknowledge ought brought drought Houghton honest gone honey alone abalone phonetics pioneer biosphere

1. Great Scott! You ought to know you cannot remain here forever without work or money.
2. Quick! Write the name and address on the letter because I'm late.
3. We haven't paid them yet because there can be no question of our right to insist upon the work being done promptly under the terms of the contract.
4. We were rather surprised to learn that many of our neighborhood boys had taken part in the street riots and that some had been named as instigators.
5. In these days of supersonic speed one can travel to any part of the world in little or no time at all.
6. To those who have character and a spirit of adventure the Navy is very appealing.
7. The young couple is about to purchase their first home with the help of their families, who both have above average incomes.
8. Wordsworth referred to the skylark as the "Ethereal Minstrel, pilgrim of the sky."

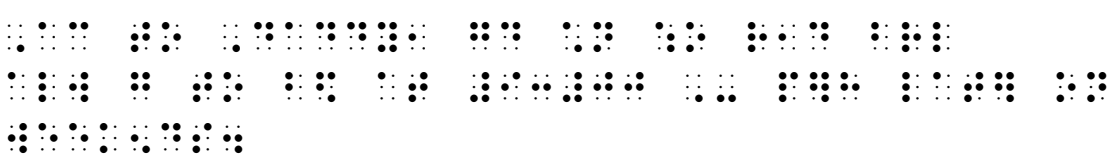
9. The mothers and fathers first partook of a light lunch of biscuits and honey and tea and then went out onto the veranda and watched the youngsters turning somersaults and cartwheels.
10. Germany invaded Poland in September, 1939, whereupon the British, whose word had been pledged, proclaimed a state of war.
11. "Surely, m'lord, we can't seat the good Duchess below the salt!" said the pompous butler.

9.3 More Shortforms [UEB §10.9]

Following are five more shortforms to be memorized.

Shortform	Meaning	Shortform	Meaning	Shortform	Meaning
ac	according	brl	braille	p(er)h	perhaps
alw	always	(ch)n	children		

Example:



According to Daddy, good children who read braille always go to bed at 9:00 — perhaps later on weekends.

Drill 26

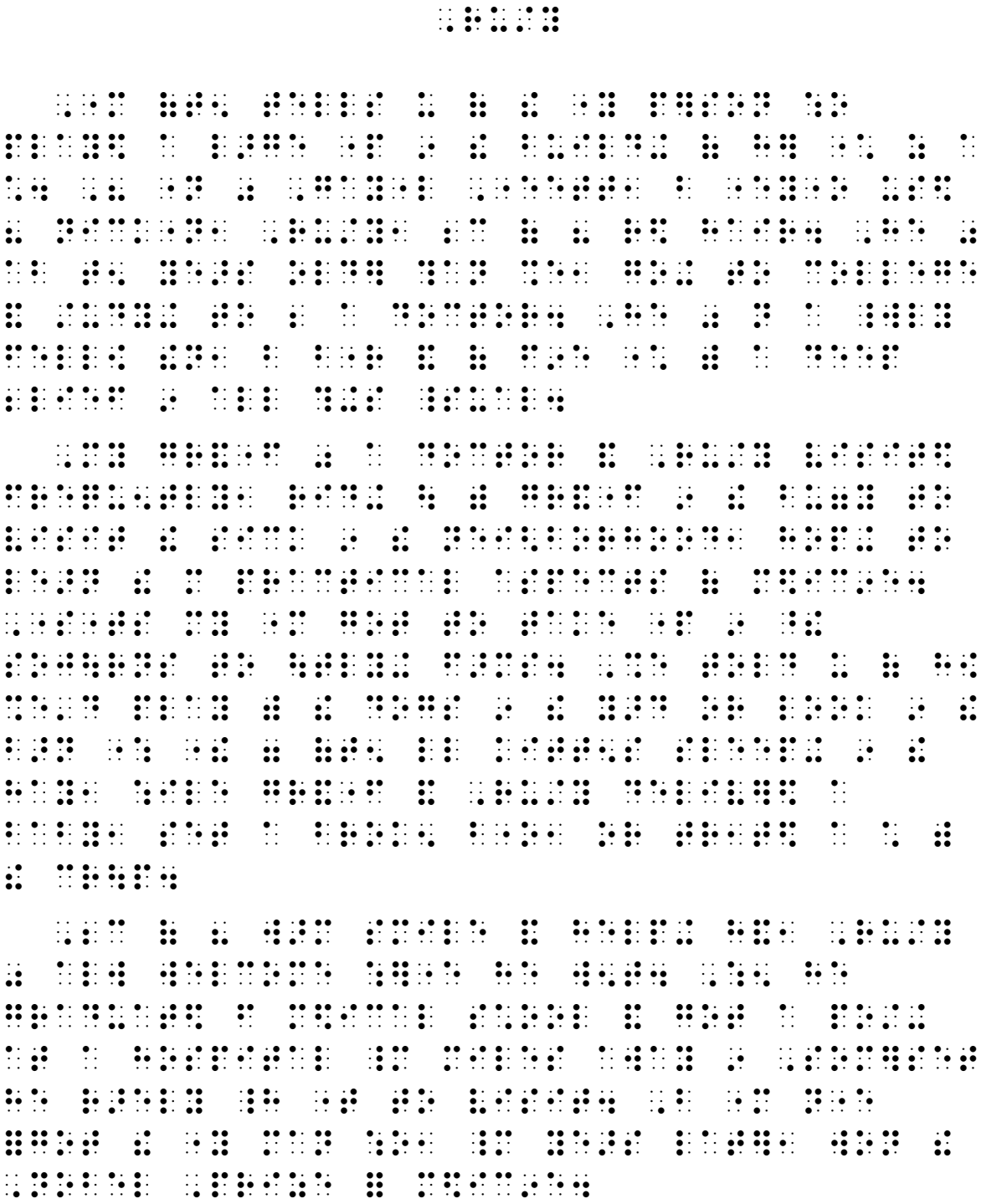
Practice by brailling the following words and sentences. In the word section, leave three spaces between words. Use a 3-1 margin for the sentences.

stone stoned stoning phone phoned coherent sphere atmosphere hemisphere heretic heresy adhered adhere under thunder launder name named enamel Germany fright right-handed Brighton Mortimer centimeter Hades hadji

1. Beverly comforted her small brother by saying, "Don't be dispirited. Mother said in her letter that she and Father will take us fishing one day soon."
2. "Upon my word! How can you ever forget the words of ‘The Lord's Prayer’?" Grandmother scolded young Gaylord.
3. According to our teacher, everyone ought to take some time each day for reading because to read is to know.
4. We hope that the party and the braille book of world maps will be a big surprise for Grandfather, whose birthday we will celebrate at 2:00 next Friday.
5. Ever since he came into money, he thought he'd be treated like a king every day wherever he went.
6. The characteristics of the adult are inherent in the chromosomes of the embryo.
7. Through the untimely death of the doughty captain the entire ship was plunged into an atmosphere of gloom.
8. The professor reluctantly acknowledges that perhaps those students who cannot make a good grade need more time to complete their theses, but questions their right to protest.
9. Unquestionably, the onerous task of participating in the ceremonies is too burdensome for me to assume.
10. Daniel Boone worked hard to erect a fort at Boonesboro.
11. He is the handsomest little boy in the class and therefore he is always teased and chased by the little girls.
12. The housemother admonished the girls and told them severely that she was not about to serve dessert until the finnan haddie had been eaten.
13. His feverish dreams were haunted by these shadowy figures of children from out of his past.

READING PRACTICE

Write the following sentences in print. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following exercise for submission to the instructor. Use a 1-3 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 10.

LESSON 9

1. Yesterday, at 8:00 PM, Mortimer started to work on his first part-time job for his father-in-law.
2. Some of the questions in the questionnaire had to be answered “yes” or “no.”
3. To say that wherever he went he was under the close scrutiny of the police is not quite right.
4. The youngsters are planning a big surprise for their father for Father's Day.
5. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
6. Here and there the sun peeped through the clouds, creating little shadows.
7. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
8. "How many guests do you expect at the party?" asked the spirited young man.
9. One of the outstanding characters in the play is a typical man of the world who reads using a refreshable braille display.
10. "These are the times that try men's souls," wrote Tom Paine.
11. Everyone ought to follow @PCMagazine for insider tips on the workings of PCs and other technology throughout the world.
12. Rebecca's letter said that several cases of typhoid fever were reported in the flooded area.
13. He continued to adhere to his beliefs even though he was about to be condemned as a heretic.
14. His gift to the children is a little below average as he is not as prosperous now as he has been heretofore.
15. To this day the name of Daniel Boone is familiar to every Kentuckian.
16. Mrs. Hadley was impressed with the beauty of the Parthenon.

17. Chelsea loved Paris where she got great buys, including a miniature sword for which she paid only a few centimes.
18. Because money laundering is illegal it is always done in secret.
19. Many doctoral theses involve hard and painstaking work.
20. The old abandoned enamelworks is being leased for a new factory.
21. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.
22. My grandmother had saved enough coupons for a handsome new set of luggage.
23. Throughout the 1930s, known as the drought years, many farmers were hard-pressed for money and lost their farms.
24. John Paul Jones was one of the early pioneers of the American Navy.
25. Whereas Colonel Doubleday cherished the family heirlooms even though they had no monetary value, his wife regarded them with disdain.
26. Just above Glasgow is one of the handsomest villas in Scotland, which has been purchased by the baronet.
27. His lordship, a real character, partook generously of the sparkling beverage and fell into a deep reverie.
28. The response from the prisoner of war to the chaplain's words of solace was incoherent.
29. Everett was too dispirited to participate in the holiday festivities.
30. Quick, duck down here below the wall so mother cannot find us.

Lesson 10

Final-Letter Contractions, More Shortforms

10.1 Contractions preference [UEB §10.10]

Where a choice must be made between consecutive contractions:

(1) Use the contraction that causes the word to occupy less space: (dis)tinct [not] di(st)inct.

(2) Use the strong contraction: (of)fer [not] o(ff)er.

(3) Use *be, con,* and *dis* in preference to other groupsigns when their letters form the first syllable of a word: (be)nevol(en)t [not] b(en)evol(en)t.

(4) Except as noted in (3) above, use strong groupsigns in preference to lower groupsigns: he(ar)t [not] h(ea)rt.

(5) Use the *ence* groupsign (to be studied next) when the letters "encea" "enced" and "encer" are present: (in)flu(ence)able [not] (in)flu(en)c(ea)ble.

(6) Use the strong and lower groupsigns in preference to the initial and final letter contractions except as in (5) noted above, so long as the strong and lower groupsigns do not take up more space: telephon(ed) [not] teleph(one)d.

(7) choose the groupsign that most closely maintains the usual pronunciation of the word and that does not distort the form of the word.

(wh)(er)(ever)	[*not*]	(where)v(er)
(wh)(er)e'(er)	[*not*]	(where)'(er)
di(spirit)(ed)	[*not*]	(dis)pirit(ed)

10.2 Final-Letter Groupsigns [UEB §10.8]

10.2a In general. Final-letter groupsigns are two-cell contractions that are formed by preceding the final letter of common letter combinations by dots 46 or dots 56. The following is a complete list of these contractions.

Note that in each column the contractions are listed alphabetically using the last letter of the letter grouping.

Dots 46		**Dots 56**	
-ound	⠨⠙	-------	
-ance	⠨⠑	-ence	⠰⠑
-------		-ong	⠰⠛
-------		-ful	⠰⠇
-sion	⠨⠝	-tion	⠰⠝
-less	⠨⠎	-ness	⠰⠎
-ount	⠨⠞	-ment	⠰⠞
-------		-ity	⠰⠽

Final-letter contractions must follow a letter; therefore they are used *only in the middle or at the end* of a word or name. Examples:

⠞⠨⠙	⠃⠨⠙⠞⠽	⠁⠎⠎⠊⠌⠨⠑	⠡⠨⠑⠇⠕⠗
⠎⠗⠑⠉⠊⠨⠝	⠎⠗⠕⠉⠑⠎⠨⠝⠁⠇	⠓⠕⠎⠑⠨⠎	⠃⠨⠎⠋
⠉⠨⠞	⠍⠨⠞⠁⠕	⠎⠗⠕⠧⠊⠙⠰⠑	⠓⠰⠑⠿⠹
⠆⠇⠰⠛	⠍⠰⠛⠗⠑⠇	⠓⠕⠎⠑⠰⠇	⠋⠁⠊⠹⠰⠇⠇⠽
⠝⠁⠰⠝⠁⠇	⠫⠊⠰⠝	⠋⠊⠗⠍⠰⠎	⠠⠞⠢⠰⠎⠑⠑
⠍⠑⠰⠞⠕	⠉⠕⠍⠰⠞	⠉⠁⠧⠰⠽	⠎⠰⠽⠬
⠇⠨⠑	⠠⠋⠗⠨⠑⠎	⠎⠑⠞⠥⠰⠑	⠠⠎⠎⠰⠑⠗

Final-letter contractions are never used in words such as *ancestor, lesson, encephalitis, fulfill, mental,* and other words where the letters of the contractions occur at the beginning of the word.

10.1b Groupsigns only. Use final-letter contractions for parts of words only. They cannot be used for whole words such as *less* or *Sion* because they would not be following a letter.

10.2c Final-letter contractions cannot be used when they follow a hyphen, apostrophe, or capital indicator. As with other contractions, they are not used when their letters bridge the parts of an unhyphenated compound word like *nonglare* or *pityard*.

10.2d Ity. Do not use the contraction for *ity* in these words: *biscuity, dacoity, hoity-toity, fruity,* and *rabbity* because its use would hinder recognition or pronunciation of the word.

10.2e Ness. Do not use this contraction in words with the feminine ending following the letters "en" or "in" in words like *chieftainess,* even though such words require more space without this contraction.

10.2f With a slash. Use final-letter contractions when they are followed by a slash. Example:

hopeless/hopeful ⠓⠕⠏⠑⠇⠑⠎⠎⠸⠌⠓⠕⠏⠑⠋⠥⠇

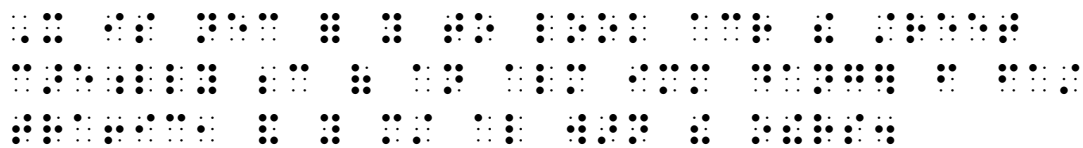
10.3 More Shortforms [UEB §10.9]

Following are six more shortforms to be memorized.

Shortform	Meaning	Shortform	Meaning	Shortform	Meaning
acr	across	alm	almost	m(st)	must
al	also	imm	immediate	nec	necessary

Example:

It is necessary for you to look across the street carefully because of an almost immediate danger from fast traffic, and you must also warn the others.



Drill 27

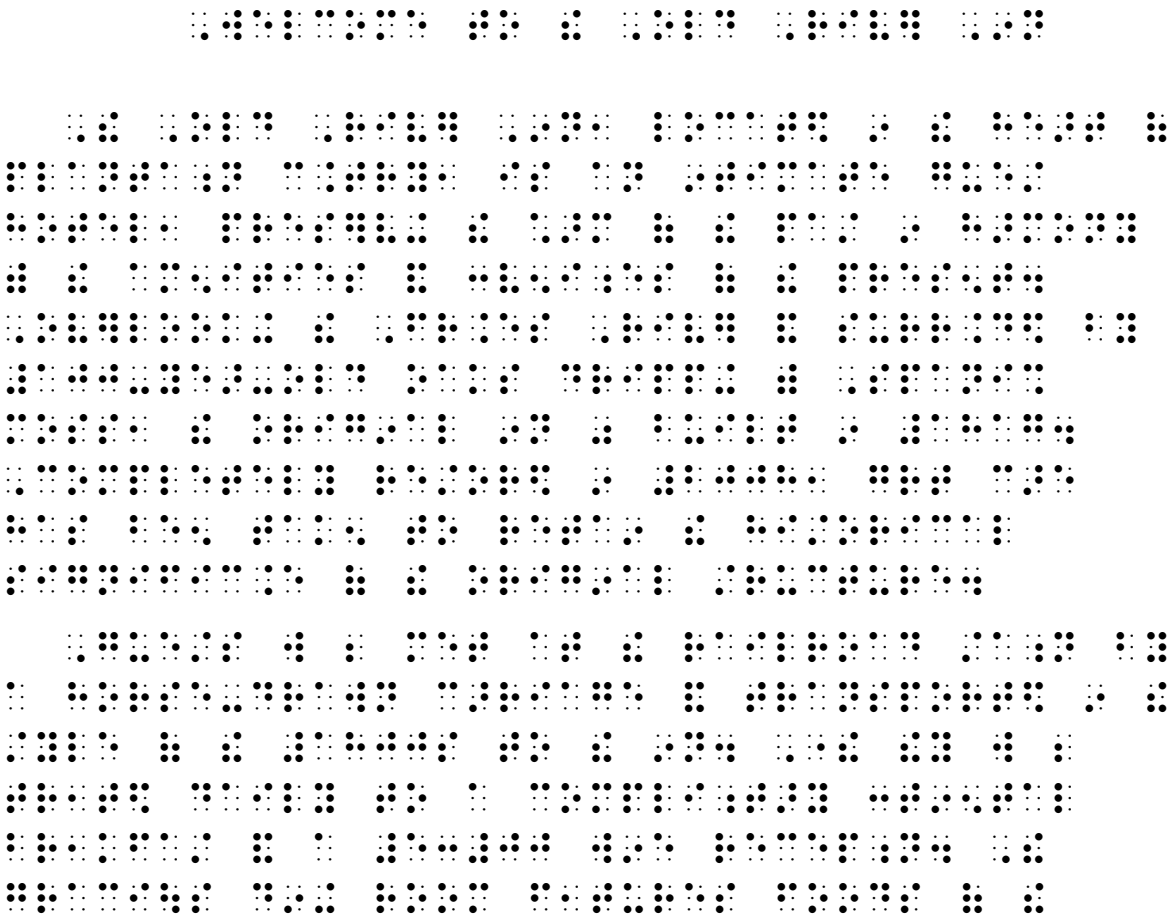
Practice brailling the following sentences. Use a 3-1 margin.

1. He found it necessary but very difficult to dance with the cheerful debutante.
2. Congress established the Department of Agriculture May 5th, 1862.
3. The coroner came to the conclusion that death must have occurred here below the stairs, somewhere around 3:00 in the morning.
4. "Counting the population is known as census-taking," explained the professor.
5. The stern old judge simply will not countenance reckless driving because it almost always ends in injury or death.
6. In the poem "Each In His Own Tongue," the author reconciles the views of science and religion.
7. The blessing was offered on the shores of beautiful Lake Como, across the bay from the little chapel.
8. When the first witness was removed, it was a great pity that the second witness also lost all semblance of self-control and had to be dragged from the courtroom.
9. We hope that the new lessee of the corner building, who has paid his rent in advance, will be more peaceable and less of a nuisance than the former one.
10. His letter says that Lawrence did not have encephalitis, as the doctors feared, and that he is now fully recovered and about to visit the children.
11. The ancestors of many Americans arrived in this country as penniless immigrants and had an immediate need for jobs and land.
12. There were no mountains, just a steady up and down-ness to the terrain.
13. At last he recognized the mournful sound in the distance and gasped: "O Gawd! the blood'ound is on my trail!"

14. The old Tennessean was unlessoned in the refinements of polite society.
15. "Above all, I must extend my very warmest congratulations to the new grandfather," he chuckled as he grasped the hand of his lifelong comrade.
16. Thenceforth the beautiful weather continued without interruption for three days.
17. The hoity-toity governess glanced scornfully at the conglomeration of toys littering the child's bedroom and said, "Perhaps it's time we tidied up here."
18. "That was good; you are very quick and parried the blow with the agility of an experienced fencer," said the fencing instructor.

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.



[illegible]

[illegible]

[illegible]

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 11.

LESSON 10

1. An ounce of prevention is worth a pound of cure.
2. "All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts."
3. "It's always true, new occasions teach new duties," pontificated Grandmother.
4. "If necessary, I can cite countless instances in which capital punishment has resulted in the execution of the wrong man," orated the defense attorney.
5. Fortunately, he had the presence of mind to first call the fire department even though it was about 3:00 in the morning.
6. He ruthlessly casts people aside as soon as they have outworn their usefulness.
7. In order to avoid a bumpy flight we must get above the thunderclouds.

8. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
9. She had a great love for acting and faithfully performed even when she didn't get paid.
10. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
11. The lessons learned through experience make a lasting impression.
12. The new institution will specialize in the treatment of encephalitis.
13. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
14. Accused persons are protected from self-incrimination by the Fifth Amendment of our Constitution.
15. Can you perhaps braille this recipe for Quick Banana Bread and have it ready for Clancey on Tuesday?
16. Allyson was especially fond of her little pet mongoose.
17. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, "I say, which is the street to the Grey'ound Bus Station?"
18. According to the announcement, our flight (DL1985) is cancelled on account of poor visibility over the mountains.
19. The recreational facilities of the CHILDCraft playground have really undergone some major improvements.
20. Because her skills are below average, Frances cannot pass our course in business administration unless she has some special instruction.
21. The Baroness served a beverage with a good fruity flavor.
22. Since her husband's election to Congress she has become rather hoity-toity—and her children are even worse!
23. When he came riding across the bridge and into the village no one knew whence he had come or anything else concerning his background.
24. 4 columns advanced toward the city from without, and a 5th column cooperated from within.
25. Just a short time ago, science seemed almost powerless in finding a cure for cancer.

26. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
27. Martha also has applied for the position of governess that was advertised in the Sunday edition of the Times.

Lesson 11

Shortforms

11.1 In General [UEB §10.9]

Following is a list of all of the 75 shortforms used in braille, including the twenty-four studied in earlier lessons. The words in this list have been grouped together in order to facilitate learning through association. A complete alphabetical list of all shortforms can be found in Appendix 1 of *The Rules of Unified English Braille, Second Edition 2013.*

* Starred words have special rules.

Shortform	Meaning	Shortform	Meaning	Shortform	Meaning
ab	about	*fr	friend	hm	him
abv	above	*gd	good	hmf	himself
ac	according	*grt	great	xs	its
acr	across	imm	immediate	xf	itself
af	after	*lr	letter	yr	your
afn	afternoon	*ll	little	yrf	yourself
afw	afterward	m(st)	must	yrvs	yourselves
ag	again	nec	necessary	h(er)f	herself
ag(st)	against	pd	paid	myf	myself
alm	almost	p(er)h	perhaps	(one)f	oneself
alr	already	*qk	quick	(ou)rvs	ourselves
al	also	sd	said	(the)mvs	themselves
al(th)	although	tgr	together	(th)yf	thyself
alt	altogether	cd	could	dcl	declare
alw	always	(sh)d	should	dclg	declaring
(be)c	because	wd	would	rjc	rejoice
(be)f	before	ei	either	rjcg	rejoicing
(be)h	behind	nei	neither	(con)cv	conceive
(be)l	below	m(ch)	much	(con)cvg	conceiving
(be)n	beneath	s(ch)	such	dcv	deceive
(be)s	beside	td	today	dcvg	deceiving
(be)t	between	tn	tonight	p(er)cv	perceive
(be)y	beyond	tm	tomorrow	p(er)cvg	perceiving
*bl	blind			rcv	receive
*brl	braille			rcvg	receiving
*(ch)n	children				
*f(st)	first				

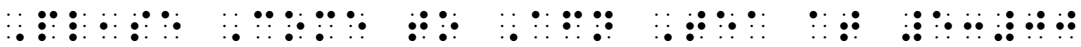
The shortforms learned to this point have been used only as whole words, but, with a few exceptions, *shortforms can be used as both whole words and parts of longer words.*

11.2 As Whole Words [UEB §10.9.1]

Use shortforms to represent all the meanings of a word, as long as that word is standing alone. Thus, use the shortform for *quick* in expressions like *a quick recovery, the quick and the dead*, *hurt to the quick,* and *Mr. Quick*. The shortform for *must* is used in *he must go, the must of the grape,* and *the closet smelled of must.*

The capitalization of shortforms should follow print. Example:

Please Come to Afternoon Tea at 5:00

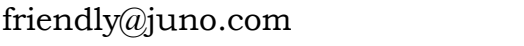
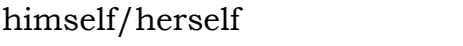
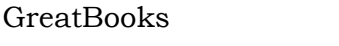


11.3 As Parts of Longer Words [UEB §10.9.2]

11.3a Most shortforms can only be used within a longer word if the longer word is standing alone and if the longer word appears on a definitive list of permitted words (Shortforms list) in Appendix 1 of *The Rules of Unified English Braille.*

besides	quicken	musty	would've	littler

In the following examples, shortforms cannot be used in the longer words because they are not standing alone.

friendly@juno.com	himself/herself	GreatBooks
		

11.3b Ten Special Shortforms: The shortforms for *blind, braille, children, first, friend, good, great, letter, little,* and *quick* can appear within longer words that stand alone and are not on the Shortforms List as long as they follow these provisions.

11.3b(1) Braille and great. Use these shortforms wherever they occur in a longer word that is standing alone.

Fastbraille ⠠⠋⠁⠌⠃⠗⠇

greatness ⠛⠗⠞⠰⠎

11.3b(2) Children: Use this shortform wherever it occurs in a longer word that is standing alone, provided the shortform is not followed by a vowel or a y.

Our godchildren'll have a ball at the fair – and the adults'll be quite childrenish too, for sure.

⠠⠳⠗ ⠛⠕⠙⠡⠝⠌⠇⠇ ⠓ ⠁ ⠃⠁⠇⠇ ⠁⠞ ⠮ ⠋⠁⠊⠗ ⠠⠤ ⠮ ⠮ ⠁⠙⠥⠇⠞⠎⠌⠇⠇ ⠎ ⠛ ⠡⠊⠇⠙⠗⠢⠊⠩ ⠞⠕⠕⠂ ⠿ ⠎⠥⠗⠑⠲

11.3b(3) Blind, first, friend, good, letter, little, or quick. Use these shortforms in longer words not on the Shortforms List only at the beginning of such words and only if the shortform is not followed by a vowel or a y.

Blindlaw but not blinding

friendly but not friended

11.4 Shortforms in conflict with contractions.

Do not use shortforms as parts of words if their use would violate a basic contraction rule. For example, the shortform for *before* cannot be used in *hereinbefore* because in order to use the *be* contraction, which is part of the shortform, it must be the first syllable of the word. The same restriction applies to *misconceive,* where the shortform for *conceive* cannot be used because the *con* sign does not occur at the beginning of the word.

11.5 Shortforms with a suffix.

In some words, in order to add a suffix, the final *e* is dropped or the final *y* is changed to an *i*. When this happens to a word that has a shortform in braille, the shortform is not used—to do so would result in a misspelling.

Examples:

declare	⠙⠑⠉⠇⠁⠗⠑	declaration	⠙⠑⠉⠇⠁⠗⠁⠞⠊⠕⠝	[*not*] dcla(tion)
conceive	⠉⠕⠝⠉⠑⠊⠧⠑	conceivable	⠉⠕⠝⠉⠑⠊⠧⠁⠃⠇⠑	[*not*] (con)cvable
necessary	⠝⠑⠉⠑⠎⠎⠁⠗⠽	necessarily	⠝⠑⠉⠑⠎⠎⠁⠗⠊⠇⠽	[*not*] necly

When a word ending in an *e* is changed by the addition of *d* or *r*, as in *received* or *receiver*, the shortform is used as it keeps its original meaning. To prevent doubling the *e* in such words, be certain that only the single letter, *d* or *r* is added—not the *ed* or *er* contraction. Examples:

braille	⠃⠗⠁⠊⠇⠇⠑	brailler	⠃⠗⠁⠊⠇⠇⠑⠗	[*not*] brl(er)
declare	⠙⠑⠉⠇⠁⠗⠑	declared	⠙⠑⠉⠇⠁⠗⠑⠙	[*not*] dcl(ed)

When in print *ing* is added to words that have a shortform, there may be a temptation in braille to simply add the *ing* contraction to the shortform, but to do so may result in a misspelling. Note that there are special shortforms for *declare, rejoice, conceive, deceive, perceive,* and *receive* when they end in *ing.* Examples:

braille	⠃⠗⠁⠊⠇⠇⠑	brailling	⠃⠗⠁⠊⠇⠇⠊⠝⠛	[*not*] brl(ing)
rejoice	⠗⠑⠚⠕⠊⠉⠑	rejoicing	⠗⠑⠚⠕⠊⠉⠊⠝⠛	[*not*] rjc(ing)

Drill 28

Braille the following words. Treat each numbered line as a new 3-1 paragraph. Leave three blank cells between each word. Repeat this drill until you are comfortable with the shortforms and their variations.

1. about abouts gadabout stirabout about-face hereabout thereabout roustabout roundabout whereabouts
2. above below above-mentioned aboveboard aboveground belowground
3. according accord accordingly
4. across across-the-board

5. after afternoon afterward after-hours hereafter rafter aftereffects afterwards aftershock aftereffects afterbirth after-shave
6. again against once-again
7. almost already also always also-ran
8. although though through thorough thought
9. altogether together togetherness
10. because before beforehand behind become beneath hereinbefore befit befuddle between beside hereinbefore began besides begin in-between behold beyond
11. blind braille blindness braillist blinded? blinders brailled Louis Braille brailler braillewriter blindfold
12. children child childlike children's grandchildren childless
13. conceive conceiving preconceive misconceived conceivable
14. could would would've should shoulder could've shouldn't
15. deceive deceiving deceived deceivingly deceiver deceives
16. declare declaring declared declaration declares declarer declarable
17. first first-born firstly firsthand first-class
18. friend friendly befriending friends befriended! friendship friendless befriend befriended befriends
19. either neither either-or
20. good goodhearted do-gooder Goodwill good-by goodness goody-goody
21. great greats not-so-great greatest greatcoat greater Great Salt Lake
22. her herself him himself
23. your yourself yourselves do-it-yourselfer
24. them themselves thy thyself
25. it its itself it's it'd it'll
26. one oneself our ourselves my myself
27. immediate immediately immediacy immediateness
28. letter bloodletter letterhead letterman Letterman lettering
29. little belittle Little Rock littler littlest littleneck

30. much such must musty suchlike most mustache mustang inasmuch mustn't muster
31. necessary necessarily unnecessary necessaries
32. paid unpaid prepaid paid-in-full
33. perceive perceiving unperceivable unperceived
34. perhaps perchance
35. quick quicken quick-freeze quickie quicksand Bisquick
36. receive receiving rejoice rejoicing rejoiced receivership rejoiceful
37. said aforesaid Port Said unsaid
38. today tomorrow tonight tomorrow-night today's

Reading Practice

Write the following sentences in print. Compare your work with the print version in Appendix A.

[The format for brailled letters of correspondence will be studied in Lesson 13.]

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin.

LESSON 11

1. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
2. He perceived that this project would entail the expenditure of funds far above and beyond his means.
3. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
4. "Love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth."
5. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
6. "There is a vanity which is done upon the earth; that there be just men, unto whom it happeneth according to the work of the wicked; again, there be wicked men, to whom it happeneth according to the work of the righteous; I said that this also is vanity."
7. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
8. It is almost impossible to get an interview with Mr. Truegood since he is almost always out of town.
9. The Pirates were already behind by three runs when Bob Friend came to the mound.
10. He was altogether beside himself with rage when he first discovered that his friend had deceived him.
11. He felt it below his station to work in the receiving room.
12. Because of other business, I was unable to give your letter my immediate attention.
13. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.

14. The connection between the refreshable braille display and the computer is made either by USB or by bluetooth—children, do you know why we call it BLUETooth?
15. Neither of us should deceive himself into thinking that we can do this by ourselves.
16. Rejoicing, she told him about her $7,500 salary increase.
17. Don't blame yourself too much; we're in this thing together.
18. “Get yourselves to bed, and be quick about it, before I lose my patience altogether,” she reprimanded the unruly children.
19. Those who put themselves above the law are only deceiving themselves.
20. When one declares oneself an expert in such a field, she should be prepared to answer many questions.
21. Hereafter I expect you to be open and aboveboard with me.
22. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnappers.
23. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
24. Of all her grandchildren she was most attached to the first-born.
25. He believed blindly in the integrity of his friends.
26. Since becoming a transcriber, she has brailled "Goodbye, Mr. Chips" and a number of textbooks besides.
27. As a man of letters, his greatness has been highly overrated.
28. "Children! We will read a story about a little girl whose name was Little Goody Two Shoes, immediately after lunch," the teacher said.
29. Inasmuch as he is depending upon us for a complete report, we mustn't overlook even the littlest detail.
30. We really shouldn't expect him to act quickly on a matter of such great importance.
31. Those words would've been better left unsaid.
32. The fifth-generation Mustang's styling echoes the fastback models of the late-1960s.
33. Mr. Jones would like to speak with you immediately after the ceremony to-night.

34. Tonight at Koenig Arena, the rafters shook with applause as the lead vocalist declared his love in song and then crowd surfed with great alacrity.
35. In the aftermath of the huge explosion that blinded several workers, many acts of unselfishness and heroism were performed.
36. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
37. Because leeches were used in bloodletting, I think it must've taken a lot to muster up the courage to be a bloodletter.

[This lesson last revised February 25, 2019.]

Lesson 12

Grade 1 Indicators, Speech Mannerisms: Stammering, Speech Hesitation or Elongation, Sound Imitations, Lisped Words, Dialect

Syllabicated and Spelled Out Words

12.1 Grade 1 Indicators [UEB §5]

Definitions:

Grade 2 Braille: Braille that includes contractions.

Grade 1 braille: Braille in which contractions are not used.

Standing Alone: A letter or word (letters-sequence) is standing alone when preceded and followed by a space, a hyphen or a dash. Some common punctuation and indicator symbols can also come between the letter or word and the space, hyphen or dash; these include parentheses, quotation marks, capital indicators, etc. Common closing punctuation marks such as period, comma, and semicolon can also be used between the letter or word and the space, hyphen or dash that *follows* it.

As you have learned in earlier lessons, a braille character may have different meanings depending on the mode in effect. For example, the character ⠑ (dots 15) represents the lowercase letter *e* within a word, the uppercase *E* when preceded by a capital indicator, the wordsign *every* when standing alone in contracted braille, and the number *5* when preceded by a numeric indicator.

The *grade 1 indicators* are used to indicate that a symbol or symbols-sequence does not include contractions or numbers.

12.1a Grade 1 Symbol Indicator. Place a grade 1 symbol indicator, dots 56 (⠰), immediately before a single letter that stands alone. If the letter is capitalized, place the grade 1 symbol indicator before the capital indicator. Examples:

Make an x.

⠍⠁⠅⠑ ⠁⠝ ⠰⠭⠲

X marks the spot.

⠠⠭ ⠍⠁⠗⠅⠎ ⠮ ⠰⠎⠏⠕⠞⠲

'E went t' other way.

Aaron plays rock 'n' roll.

Do not use a grade 1 symbol indicator before the single <u>letters</u> *a, i,* and *o* when they are standing alone, because these letters have no contracted meaning. Examples:

Q: How long is the sentence, Mr. Hays?

A: Too long!

Say the vowels, a, e, i, o, u.

I hear a child singing "O come, all ye faithful—"

E Coli can be deadly.

Professor G. is at the U today.

Spell S A M.

A. Thomas Edison

1. youth

a) birth

b) siblings

2. education

12.1b Punctuation with Single Letters

12.1b(1) Letters with a Hyphen. Single letters joined to a word by a hyphen are considered to be standing alone. Use a grade 1 symbol indicator before such a letter (other than *a, i,* and *o*), so that the letter will not be misread as an alphabetic wordsign. Examples:

E-book

The letters a-j

Seats M—S saved

The note ended with lots of x's.

12.1b(2) With a Slash. Do not use a grade 1 symbol indicator before single letters that are in contact with a slash and other letters. Because alphabetic wordsigns cannot be used in contact with a slash, there is no confusion between single letters and wordsigns in these cases. Examples:

c/o Mr/s

Numeric mode only carries through the ten digits, the period, the comma, and three other specific items which have not yet been studied. If letters follow a number and a slash, a grade 1 symbol indicator is not used before the letter; the slash terminates numeric mode, and grade 1 mode remains in effect for the rest of the symbols-sequence. Example:

100/d ⠼⠁⠚⠚⠸⠌⠙ 24/DPS ⠼⠃⠙⠸⠌⠠⠠⠙⠏⠎
$20/hour ⠈⠎⠼⠃⠚⠸⠌⠓⠕⠥⠗

12.1c Groups of Letters. Use a grade 1 symbol indicator before a group of letters that is standing alone and could be mistaken for a shortform.

county highway "PD" ⠉⠠⠞⠽ ⠓⠊⠣⠺⠁⠽ ⠦⠰⠠⠠⠏⠙⠴

Press the alt key ⠠⠏⠗⠑⠎⠎ ⠮ ⠰⠁⠇⠞ ⠅⠑⠽

It should be kept in mind that the purpose of the grade 1 symbol indicator is to avoid confusion of letters or letter combinations with numbers, contractions, or shortforms. **If no such confusion is possible (for example, if letters that mean letters are present but are not standing alone), do not use a grade 1 symbol indicator.** Examples:

Mind your Ps and Qs. ⠠⠍⠔⠙ ⠽⠗ ⠠⠏⠎ ⠯ ⠠⠟⠎⠲
A UFO was spotted off the coast.

⠠⠁ ⠠⠠⠥⠋⠕ ⠴ ⠎⠏⠕⠞⠞⠫ ⠷⠉ ⠮ ⠉⠕⠁⠌⠲

Drill 29

Practice brailling the following sentences. Use a 3-1 margin.

1. Little Timmy usually remembers to dot an i, but forgets to cross his t's.
2. The person failed the test because s/he made too many errors.
3. Walt Whitman wrote "O Captain, My Captain!"
4. In the word "siege," I can never remember which comes first, the "i" or the "e."
5. D Day, June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. The Flying-J Ranch raises triple-A horses.
7. His duties are: (a) to process the mail, (b) to answer the phone, (c) to receive visitors, and (d) to take dictation.
8. Section 4(d) of the outline should be greatly condensed.
9. "Peg o' My Heart, I love you."

10. TUESDAY: THE SMITH AND IMM FAMILIES' REUNION

11. "Hm, him I could do without," she mused.

12.1d Numbers Followed By Letters. To alert the reader that numbers have stopped and letters have begun, use a grade 1 symbol indicator before the lowercase letters a-j if they *immediately* follow a number. Because the capitalized letters a-j and the letters k-z can easily be distinguished from numbers, no grade 1 symbol indicator is required. Examples:

3c ⠼⠉⠰⠉

46T ⠼⠙⠋⠠⠞

9th Street ⠼⠊⠞⠓ ⠠⠌⠗⠑⠑⠞

Remember that the hyphen and the slash terminate numeric mode. The hyphen also terminates grade 1 mode, but the slash does not. Therefore, no grade 1 symbol indicator is needed after numbers followed by a hyphen or slash, unless a single letter follows the hyphen. Examples:

3-c ⠼⠉⠤⠰⠉ 3-can ⠼⠉⠤⠉

3/c ⠼⠉⠸⠌⠉ 4-door ⠼⠙⠤⠙⠕⠕⠗

Remember that a period does not terminate numeric mode. Thus, when a lowercase letter a-j immediately follows a number and a period, use a grade 1 symbol indicator. Example:

30.a.-f. ⠼⠉⠚⠲⠰⠁⠲⠤⠰⠋⠲

12.1e Letters Followed By Numbers. When a single letter is followed immediately by a number, or a slash and a number, a grade 1 symbol indicator is not required. However, a single letter followed by a hyphen and a number needs a grade 1 symbol indicator so that the letter will not be misread as an alphabetic wordsign. (Remember that alphabetic wordsigns are not used next to a slash, but they are used in hyphenated-compound words.) Examples:

T19 ⠠⠞⠼⠁⠊ T/19 ⠠⠞⠸⠌⠼⠁⠊ T-19 ⠰⠠⠞⠤⠼⠁⠊

When a letter grouping is followed by a number, or a hyphen and a number, use a grade 1 symbol indicator only if such letters could be mistaken for a number or a shortform. Examples:

yr-3	⠰⠽⠗⠤⠼⠉	lr-14	⠰⠇⠗⠤⠼⠁⠙
TX48	⠠⠠⠞⠭⠼⠙⠓	gyv-72	⠛⠽⠧⠤⠼⠛⠃
ES-18	⠠⠠⠑⠎⠤⠼⠁⠓	W-2GS	⠰⠠⠺⠤⠼⠃⠠⠠⠛⠎
17C4-6	⠼⠁⠛⠠⠉⠼⠙⠤⠼⠋	C22A	⠠⠉⠼⠃⠃⠠⠁

Drill 30

Practice brailling the following sentences. Use a 1-3 margin.

1. I am also sending a copy of this letter to Ab.
2. Al is a popular guy.
3. A meeting will be held on the 15th for the purpose of organizing a new 4-H Club.
4. You will find sections 216b and 216c of the law extremely ambiguous.
5. Next semester Whitney hopes to be promoted to Grade 6A.
6. The diameter of a circle is equal to 2r.
7. During the Cold War U-2 planes were shot down deep inside Soviet territory.
8. She is taking a series of vitamin b12 shots.
9. The medical examination showed that he was in A1 condition.
10. I save money by buying V-8 juice in either a 6-can case or a 4-case lot.
11. We read about Haroun-al-Raschid in the Arabian Nights Tales.
12. In the 1980s women joined the work force in large numbers.

12.2 Grade 1 Word and Passage Indicators [UEB §5.3]

A *grade 1 word indicator,* dots 56, 56 (⠰⠰) is used to indicate that there are no contractions in the next word or symbols sequence. It is used to reduce the number of indicators that would otherwise be needed in situations such as letters separated by hyphens to form spelled-out words. A space ends the effect of a grade 1 word indicator.

The effect can also be terminated by a ***grade 1 terminator,*** dots 56, 3 (⠰⠄). Example:

He always spells c-a-n-d-y so the toddler will not understand.

⠠⠓⠑ ⠁⠇⠺ ⠎⠏⠑⠇⠇⠎ ⠰⠰⠉⠤⠁⠤⠝⠤⠙⠤⠽ ⠎ ⠮
⠞⠕⠙⠙⠇⠻ ⠺ ⠝ ⠐⠥⠎⠮⠺

If a letter combination could be misunderstood as a shortform and the group of letters does not occur at the beginning of a word, the grade 1 word indicator is used at the start of the word. Example:

FUNBRL ⠰⠰⠠⠠⠋⠥⠝⠃⠗⠇

Use the *grade 1 passage indicator,* dots 56, 56, 56 (⠰⠰⠰) to set grade 1 for the next three or more symbols-sequences and is terminated by the grade 1 terminator. Example:

Spell it s-e-e y-o-u l-a-t-e-r, not c u l8r.

⠠⠎⠏⠑⠇⠇ ⠭ ⠰⠰⠰⠎⠤⠑⠤⠑ ⠽⠤⠕⠤⠥ ⠇⠤⠁⠤⠞⠤⠑⠤⠗⠂⠰⠄
⠝ ⠰⠉ ⠰⠥ ⠇⠼⠓⠗⠺

These indicators are also used in transcribing technical material that is not covered in this course.

12.2a Stammering [UEB §10.12.16.] When brailling stammered words, observe the standing-alone rule and the rules for the use of groupsigns studied in earlier lessons. Examples:

m-m-mine ⠰⠍⠤⠰⠍⠤⠍⠔⠑

st-st-start ⠎⠞⠤⠎⠞⠤⠎⠞⠞

g-ghost ⠰⠛⠤⠣⠕⠌

wh-which ⠺⠓⠤⠱

f-f-father ⠰⠋⠤⠰⠋⠤⠐⠋

wh-where ⠺⠓⠤⠐⠱

Gr-gr-gr-gr-grand!
⠠⠛⠗⠤⠛⠗⠤⠛⠗⠤⠛⠗⠤⠛⠗⠮⠗

b-b-but ... ⠰⠃⠤⠰⠃⠤⠃ ⠺⠺⠺

When determining whether to use grade 1 symbol indicators or grade 1 word indicators, minimize the number of switches between grades, the number of indicators required, and the number of cells used, while generally brailling words in their contracted form. Examples:

f-f-freezing!

⠰⠋⠤⠰⠋⠤⠋⠗⠑⠑⠵⠬⠖

[not] ⠰⠰⠋⠤⠋⠤⠋⠗⠑⠑⠵⠊⠝⠛⠖

S-s-s-s-s-slithering s-s-s-snakes!!

⠰⠰⠠⠎⠤⠎⠤⠎⠤⠎⠤⠎⠤⠰⠄⠎⠇⠊⠮⠗⠬

⠰⠰⠎⠤⠎⠤⠎⠤⠎⠝⠁⠅⠑⠎⠖⠖

[not] ⠰⠠⠎⠤⠰⠎⠤⠰⠎⠤⠰⠎⠤⠰⠎⠤⠎⠇⠊⠮⠗⠬

⠰⠎⠤⠰⠎⠤⠰⠎⠤⠎⠝⠁⠅⠑⠎⠖⠖

12.2b Speech Mannerisms. In speech hesitation, elongation, sound imitations, lisped words, and dialect, follow basic contraction rules.

we-e-ellll	a-a-ahh—ch-o-o-oh	twhinggg [sound of an arrow]
⠺⠑⠤⠰⠑⠤⠑⠇⠇⠇⠇	⠁⠤⠁⠤⠁⠓⠓⠠⠤⠉⠓⠤ ⠕⠤⠕⠤⠕⠓	⠞⠱⠬⠛⠛ ⠨⠣⠎⠨⠙ ⠿ ⠁⠝ ⠜⠗⠪⠨⠜
mmm-more	shhhh!	errrr—ah
⠍⠍⠍⠤⠍	⠩⠓⠓⠓⠖	⠻⠗⠗⠗⠠⠤⠁⠓
pfft	doodle-e-do	the-e-enk
⠏⠖⠞	⠙⠕⠕⠙⠇⠑⠤⠰⠑⠤⠙	⠮⠤⠰⠑⠤⠢⠅
so-o-o-o	hmmm	aaarrrggghh!!
⠎⠤⠕⠤⠕⠤⠕	⠓⠍⠍⠍	⠁⠁⠜⠗⠗⠶⠣⠓⠖⠖

coulda	⠉⠥⠇⠙⠁	[could have]
th'	⠞⠓⠄	[the]
mebbe	⠍⠑⠃⠃⠑	[maybe]
depity	⠙⠑⠏⠥⠞⠽	[deputy]
your	⠽⠕⠗	[you're]
wher	⠺⠓⠑⠗	[where]
somers	⠎⠕⠍⠑⠗⠎	[somewhere]
theirselves	⠞⠓⠑⠊⠗⠎⠑⠇⠧⠑⠎	[themselves]
musta	⠍⠥⠎⠞⠁	[must have]
'splained	⠄⠎⠏⠇⠁⠊⠝⠑⠙	[explained]
com'ere	⠉⠕⠍⠄⠑⠗⠑	[come here]

12.3 Syllabicated Words [UEB §10.12.17]

When brailling words divided into syllables, follow basic contraction rules. However, do not use an alphabetic wordsign to represent a syllable.

can-dy From-mers just-ice

⠉⠁⠝⠤⠙⠽ ⠋⠗⠕⠍⠤⠍⠑⠗⠎ ⠚⠥⠎⠞⠤⠊⠉⠑

Drill 31

Practice brailling the following sentences. Use a 3-1 margin.

1. "K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore."
2. "Br-r! It's c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-t-tomorrow?" he asked, shivering.
3. "Wh-where did th-that ch-child d-disappear to n-now?" exclaimed the excited mother.

4. "S-s-stop! P-please, let's g-go in," Crystal chattered. "I c-c-can't c-c-conceive of anyth-th-thing as c-c-cold as the wa-water in th-th-this l-l-lake."
5. "We-e-ell," the indecisive young captain wavered, "if the storm doesn't soon abate, we may have to send out an SOS."
6. "If you'll be m-i-n-e mine, I'll be t-h-i-n-e thine, and I'll l-o-v-e love you all the t-i-m-e time."
7. "Come on now! All together! Make it loud! Spell it and yell it! Let's go! C E N T R A L! Central!" urged the cheerleader.
8. "I lotht my ten thentth, Thuthie," sobbed the little girl.
9. "Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker," said the old mountaineer.
10. "Theess leetle fellair ees lookeeng for hees seestair," explained the Mountie.
11. "And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?"
12. The sign in the barracks read: A T T E N T I O N! LIGHTS OUT AT 2300.
13. Oh, what a beau-ti-ful morning!

EXERCISE

Prepare the following exercise for submission to the instructor. Use 1-3 margins for these sentences.

When room permits, hyphenated-compound words may be divided between lines, but only following the hyphen. Whether to divide spelled-out words or not is left to the transcriber's discretion. If a great deal of space would be left on a line, or if space is at a premium, spelled-out words may be divided at a syllable break.

1. His collection of CD's and DVD's covered an entire wall and was arranged alphabetically in sections a-f, g-i, j-o, p-s, t-z.
2. Information about rest and relaxation can be found at day7.com.
3. Because I can't use 4G on an airplane, I bought a 24-hour pass to connect wirelessly on all of the flights.
4. 5 tenacious businessmen founded the US company 3M in 1902 at the Lake Superior town of Two Harbors, MN; in the 2000s, sales topped $20 billion for the first time, with new products including optical films for LCD televisions.

5. Sometimes my teenagers play their MP3s very loudly at night just to annoy me—and although ones like "P to the a to the r-t-y, we're gonna keep movin' 'til the sun comes up" do get endlessly stuck in my head, I secretly think that some of them are catchy.
6. Receiving this short message ("SEND ME BOX 52.A C/O THE NSA") set off a chain reaction we could never have predicted.
7. She called from a basement, so her phone connection went in and out, but I understood clearly and with relief when she spelled "F l o r e n c e, g e r h a r d t."
8. The grief-stricken leader struggled to keep his emotions in check as he delivered his somber presentation: "We will n-n-never forget, and we will do wh-wh-wh-whatever it takes to see that this can never h-h-h-happen again!"
9. 3D scanning is a process of analyzing and collecting digital data on the shape and appearance of a real object; 3-dimensional models of the scanned object can be produced based on this data.
10. The Group of 7 (G7) consists of the finance ministers and central bank governors of the seven major advanced economies as reported by the International Monetary Fund (IMF): Canada, France, Germany, Italy, Japan, the United Kingdom and the United States.
11. "E-e-e-e-eee!" squealed the children, imitating the witch they had met at the haunted house on Halloween!
12. Chelsea Donoghue, Ph.D., taught a course on constitutional law during the j-term and emphasized the importance of item 6(c) on the syllabus.
13. He picked up some red velvet cupcakes at the QUICKMart for the entire staff, and we all gathered gratefully in room 32g to sample them and say "Mmm-mmm!"
14. She passed the mathematics examination with flying colors, but on the English test she earned only a c due to frequent misspelling of words like "ineffable" (she used only one f).
15. Back in the '80s, most people had no access to the world wide web—much less a search engine to look up anything imaginable; there was certainly no IT department here at 6tel.
16. "L-l-l-l-leave m-m-me al-l-l-lone!" raged the young man as we gently tried to find out why he was leaving.

17. "Thank you, Your Benevolence," sneered his brother sarcastically after he grudgingly agreed to return the t-shirt he had borrowed without permission.
18. We were on our feet for the entire 5-hour game but were still not ready to see it end.
19. "R-e-s-p-e-c-t! Find out what it means to me!" sang the happy group in the convertible heading down i-95.
20. On June 18th, 1983, Sally Ride became the first American woman in space as part of the five-person crew of an STS-7 mission deploying two communications satellites and conducting pharmaceutical experiments.

SUMMARY: PUTTING IT ALL TOGETHER
HOW MODES ARE TERMINATED

Symbol indicator of any kind: The effect only applies to the first symbol following the indicator.

Capitalized word indicator: The effect is terminated by a space, a capitals terminator, a single capital letter, or any other symbol that is not a letter.

Grade 1 word indicator: The effect is terminated by a space or a grade 1 terminator.

Passage indicator of any kind: Only terminated by the corresponding terminator.

Numeric indicator: This indicator sets both numeric mode and grade 1 mode. Numeric mode is terminated by a *space* or by *any symbol other than* the ten digits, period, comma, numeric space, simple numeric fraction line, and line continuation indicators. Grade 1 mode, when set by the numeric indicator, is terminated by a space, hyphen, dash, or grade 1 terminator.

[This lesson last revised November 14, 2016]

Lesson 13

Abbreviations, Initialisms and Acronyms, Symbols, Numeric Space, Dates, Transcriber's Notes, Shape Indicator, Format for Letters (correspondence), Braille Translation Software

13.1 Abbreviations in General [UEB §10.12]

The shortforms or abbreviated words studied in Lesson 11 are peculiar to braille. Standard abbreviations, however, are commonly used in print and should be brailled following the print capitalization, punctuation, order, and spacing. Examples:

a.m.

Mrs.

Dr.

viz.

Ph.D.

27 sq.ft.

5 KW

N.W.T.

ASAP

q.i.d.

5mL

2yds, 4ft

7a.m.

R.C. Cooper

Mrs. P. G. Hall

L.B.J.

F. D. R.

Harry S Truman

Ms. M. called today, but I couldn't take the call because I was visiting with Mr. More.

K. U. (Kansas University)

U. of K.

V & A Museum

B&O Railroad

13.1a Capitalization in abbreviations. Remember that the effect of the capitalized word indicator is terminated by a space, a capitals terminator, any nonalphabetic symbol, or a single capital letter. Use the capitalized word indicator only where two or more capital letters in an abbreviation follow one another with no intervening periods. Following a period, the appropriate capital indicator is repeated. Because the hyphen is a nonalphabetic symbol, the capitalized word indicator placed before a hyphenated compound abbreviation is repeated after the hyphen to indicate that all the letters of the abbreviation are capitals. Examples:

NATO

Y.W.C.A.

LL.D.

MHz

USAir

AFL-CIO

13.1b Connecting words in abbreviations. Use contractions for lowercase connecting words and suffixes that are part of abbreviations. Follow print spacing. Examples:

AFofL

AT&T

4-Hers [or] 4-H'ers

13.1c Contractions in abbreviations. The use of contractions in abbreviations is governed by the same rules as in full words. Examples:

St. Paul, Minn.

Little Rock, Ark.

Prof. Smith

first ed. [edition]

Ted Mead, Ed. [editor]

Phys. Ed. Dept.

ch. 7, pg. 3

OFofW [Ohio Federation of Workers]

8 ins.

3ft, 6in

8-in. dia.

Belg. [Bel/gium]

Conn. [Con/nect/i/cut]

Dis. [District]

Be [beryllium]

An alphabetic wordsign can be used for an abbreviation as long as the letters in the abbreviation are pronounced as a word. If the letters are pronounced separately, do not use the contraction. Examples:

Can [Canada] ⠠⠉ IT [Italy] ⠠⠠⠭ do [ditto] ⠙

US [United States] ⠠⠠⠥⠎ IT [Information Technology] ⠠⠠⠊⠞

13.1d Avoiding confusion between wordsigns or shortforms and abbreviations. Place a grade 1 symbol indicator before any abbreviation that could be confused with a wordsign or a shortform. Examples:

c 1850 ⠰⠉ ⠼⠁⠓⠑⠚ c. 1850 ⠰⠉⠲ ⠼⠁⠓⠑⠚

c1850 ⠉⠼⠁⠓⠑⠚ c.1850 ⠉⠲⠼⠁⠓⠑⠚

We are going to Memphis, TN.
⠠⠺⠑ ⠜⠑ ⠛⠕⠬ ⠜⠕ ⠠⠍⠑⠍⠏⠓⠊⠎⠂ ⠰⠠⠠⠞⠝⠲

CD-ROM ⠰⠠⠠⠉⠙⠤⠠⠠⠗⠕⠍

100 volts AC ⠼⠁⠚⠚ ⠧⠕⠇⠞⠎ ⠰⠠⠠⠁⠉

A Fr equals 100 centimes.
⠠⠁ ⠰⠠⠋⠗ ⠑⠟⠥⠁⠇⠎ ⠼⠁⠚⠚ ⠉⠲⠞⠊⠍⠑⠎⠲

There's traffic on Wayzata Blvd. this morning.
⠠⠐⠎⠄⠎ ⠞⠗⠁⠖⠊⠉ ⠕⠝ ⠠⠺⠁⠽⠵⠁⠞⠁ ⠰⠠⠃⠇⠧⠙⠲ ⠹ ⠍⠕⠗⠝⠬⠲

Because alphabetic wordsigns are not used when in contact with slashes, single letters can be used without grade 1 symbol indicators in abbreviations containing slashes. Examples:

c/o Sam Jones ⠉⠸⠌⠕ ⠠⠎⠁⠍ ⠠⠚⠐⠕⠎

b/w TV set ⠃⠸⠌⠺ ⠠⠠⠞⠧ ⠎⠑⠞

(w/copy) ⠐⠣⠺⠸⠌⠉⠕⠏⠽⠐⠜

13.2 Initialisms and Acronyms [UEB §10.12.1]

Initialisms are abbreviations that consist of the first letters of several words and are *pronounced as letters*. In braille, it is preferred that contractions not be used in initialisms. Examples:

DAR [Daughters of the American Revolution] ⠠⠠⠙⠁⠗

EST [Eastern Standard Time] ⠠⠠⠑⠎⠞

WHO [World Health Organization] ⠠⠠⠺⠓⠕

An acronym is an abbreviation that uses the first letter or letters of each of the successive parts of a compound term and is *pronounced as a word.* Contractions are used in acronyms. Examples:

MEDICO [Medical Insurance Company] ⠠⠠⠉⠢⠊⠉⠕

FORTRAN [formula translation] ⠠⠠⠿⠞⠗⠁⠝

CINC [Commander in Chief] ⠠⠠⠉⠔⠉

NOW [National Organization for Women] ⠠⠠⠝⠪

Drill 32

Practice brailling the following sentences. Use a 3-1 margin.

1. Caesar Augustus (63 B.C.-14 A.D.) was the first Roman emperor.
2. Dr. Chas. R. Hartwell, Jr., will leave Crown Point, Ind., at 11 a.m. and will arrive at Derry, Penn., at 9 p.m.
3. Mr. and Mrs. L.V. Workman are both receiving their degrees from the U. of M.—he a Ph.D. and she a B.Sc.
4. Mr. Shaw was a staunch admirer of the greatest of all British dramatists, i.e., G.B.S.
5. The new Y.M.C.A. director was formerly connected with the ARC.
6. The AAWB-AEVH-NBA Braille Authority preceded the Braille Authority of North America (BANA).
7. He did his undergraduate work at UMass, then received an LL.D. from OU.
8. Senator Jones, (D) TN, will head the committee.
9. Dad says that the AARP has a good retirement plan.

13.3 Symbols for Coinage, Weight, Measure, and Other Special Symbols [UEB §3]

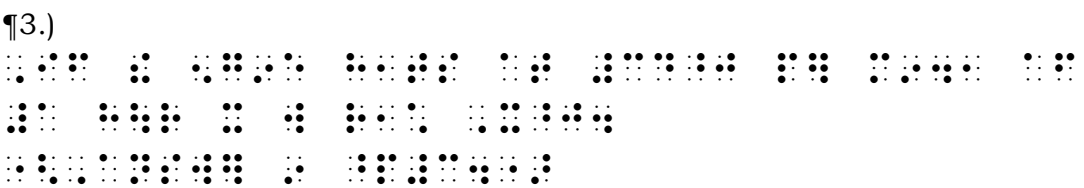
You have previously learned the dollar sign (⠈⠎) and the at sign (⠈⠁). Here are more print symbols. When in print a number, letter, or word is preceded or followed by an abbreviation and/or a symbol, in braille follow the print order, spelling, capitalization, punctuation, and spacing. Because these are nonalphabetic symbols, they terminate the effect of a numeric indicator and a capitalized word indicator.

List symbols not commonly used on the Special Symbols page (to be studied in Lesson 19).

Print Symbol	Braille	Meaning	Print Symbol	Braille	Meaning
′	⠠	prime (foot, feet, minutes) [angular and time]	~	⠈⠈	tilde
″	⠠⠠	double prime (inch(es), second(s) [angular and time]	©	⠈⠉	copyright
@	⠈⠁	at sign	°	⠈⠚	Degrees
¢	⠈⠉	cent sign	¶	⠈⠏	Paragraph sign
€	⠈⠑	euro sign	®	⠈⠗	registered sign
₣	⠈⠋	franc sign	§	⠈⠎	section sign
£	⠈⠇	pound sign (sterling)	™	⠈⠞	trademark sign
$	⠈⠎	dollar sign	#	⠈⠹	number sign (crosshatch, pound sign)
¥	⠈⠽	yen sign	%	⠈⠴	percent sign
&	⠈⠯	Ampersand			

Examples:

If the engine heats at 34 ° per min., after 1 hour it will reach X°. (Answer in ¶3.)



He is nearly 7′ tall, and runs the mile in 4′10″.

$36	£25	§3	16¢
5%	6″	21¥	TC&R

Melons @ $1 each

10# of apples

Apt. #6 Apt. #D

Press the ~ key.

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SX-14™ QUAKER®

₣16 43 €

UW@M

£6 8s 10d

2s 2d

£6/0/5

£6-0-5

£6 5d

13.4 The Numeric Space [UEB §6.6]

Since no contractions are used in numeric mode, the braille symbols for contractions have other meanings when they are used in numeric mode. The prime symbol just studied is one example—the dot configuration is the same as that of the contraction for *gg,* but it represents prime when it immediately follows a number.

In numeric mode, a dot 5 (⠐) placed before any of the digits means that the digit is preceded by a *numeric space.* This technique is used when spaces occur within a telephone number or other series of digits that make up a complete number. Examples:

Dial (956) 347 9005. ⠨⠙⠊⠇ ⠼⠊⠑⠋ ⠼⠓⠑⠁⠙⠊⠝⠛⠲

The number on the gift card was 5183 3827 2210 4423.
⠠⠞⠓⠑ ⠝⠥⠍⠃⠑⠗ ⠕⠝ ⠞⠓⠑ ⠛⠊⠋⠞ ⠉⠁⠗⠙ ⠺⠁⠎
⠼⠑⠁⠨⠼⠓⠁⠨⠼⠃⠚⠨⠼⠙⠉⠲

13.5 Dates [UEB §6.7.1]

Follow print punctuation and order of symbols for representation of dates. Remember that the slash and the hyphen terminate the effect of the numeric indicator. Examples:

5/12/08 ⠼⠑⠌⠼⠁⠃⠌⠼⠚⠈ 5-12-08 ⠼⠑⠤⠼⠁⠃⠤⠼⠚⠈
5.12.08 ⠼⠑⠲⠼⠁⠃⠲⠼⠚⠈

Drill 33

Practice brailling the following sentences. Use a 3-1 margin.

1. The sign read: Peaches @ $25 per bushel.
2. The basketball player weighs 187# and is 7’2” tall.
3. Tell Tom to remove item #13-B62 from the invoice.
4. The bride-to-be, at 5’ 8” tall and 140 lbs., is 2 ins. taller and 10 lbs. heavier than the groom-to-be.
5. Highway 52 intersects Highway 17 at an angle of exactly 52°30’15”.
6. On Tuesday, Wilford made a deposit of £493/16/8.
7. The price of the souvenir was £1 5d, but she found that she had only 18s 4d left after a day at the fair.
8. The ¥ has taken a beating this week while the $ has remained strong.
9. Pure water consists of approximately 11% hydrogen and 89% oxygen.
10. The symbol & is typed by using the shift key with the figure 7.
11. The area described in ¶9 can be found on the plat map in §46.
12. A candy bar that cost .25¢ in 1950 now costs nearly $2.
13. I paid only €70 for this coat in Spain.
14. A sign in the window of the A&P urged: BE SURE TO ATTEND THE BAZAAR AT ST. JOSEPH'S CHURCH, 5/25-5/30.
15. Notify me by phone at 322 1666 and/or Mr. Hancock by mail, c/o St. Francis Hotel, Toronto, Ontario M5F 3E7.
16. 100°C is equal to 212°F.
17. The US$ and the £ fell sharply today.
18. Visit www.slsun.edu/~janre.spx to find the free downloads, or call 1 800 221 1199 to hear instructions.

13.6 Transcriber's Notes [UEB §3.27, *BF* §3]

Occasionally it is not possible to transcribe material into braille exactly as it appears in print. When this happens, the transcriber writes a note to explain the change from print format or to convey information necessary for the clear understanding of the material.

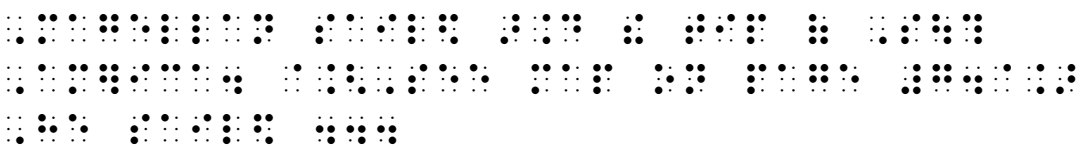
When a situation that needs explanation occurs only once, or very seldom, a transcriber's note is inserted at the appropriate site in the text. Each complete note is preceded, unspaced, by the three-cell *opening transcriber's note indicator,* dots 4, 46, 126 (⠈⠨⠣) and followed, unspaced, by the *closing transcriber's note indicator,* dots 4, 46, 345 (⠈⠨⠜). These indicators tell the braille reader that the enclosed words were written by the transcriber and do not occur in print.

A transcriber's note should be brief but clearly worded. It is very important to use proper grammar, punctuation, and a vocabulary that is suited to the reading level of the material being transcribed.

Only one transcriber's note is required when a special situation that needs explanation occurs more than once within a particular section of a text.

When it is necessary to explain that the braille version differs from the print in a fundamental way *throughout an entire book,* this notice is placed on a *Transcriber's Notes Page* at the beginning of the braille volume (to be studied in Lesson 19).

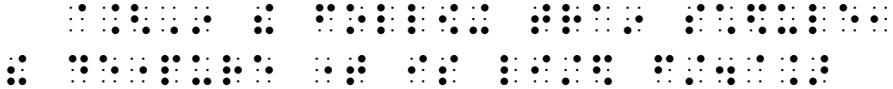
13.6a Short (embedded) notes. Enclose short notes consisting of no more than seven words in transcriber's note indicators and insert them into the text either before or after the word or words to which they apply. Example:



⠠⠍⠁⠛⠑⠇⠇⠁⠝ ⠎⠁⠊⠇⠫ ⠜⠨⠙ ⠮ ⠜⠊⠏ ⠷ ⠠⠎⠳⠹
⠠⠁⠍⠻⠊⠉⠁⠲ ⠈⠨⠣⠠⠎⠑⠑ ⠍⠁⠏ ⠕⠝ ⠏⠁⠛⠑ ⠼⠛⠲⠈⠨⠜
⠠⠓⠑ ⠎⠁⠊⠇⠫ ⠲⠲⠲

13.6b Long notes. If an unfamiliar abbreviation, special symbol, or a special format needs a longer explanation, stop the transcription immediately before the occurrence and insert a transcriber's note. Start each note in cell 7 with runover lines starting in cell 5 (7-5).

Do not leave a blank line either before or after a TN unless required by other braille formats, such as those for a centered heading (to be studied in Lesson 17). Precede and follow each complete note, regardless of the number of paragraphs it may contain, with TN indicators. Example:



⠈⠨⠣⠠⠔ ⠮ ⠛⠕⠇⠇⠊⠉ ⠜⠇⠁⠔ ⠎⠠⠫⠥⠇⠑⠂
⠮ ⠙⠑⠔⠏⠥⠗⠑ ⠔⠜ ⠊⠎ ⠇⠊⠍⠫ ⠛⠍⠲⠈⠨⠜

Transcriber's notes that contain lists of special symbols used will be studied in Lesson 18.

13.7 Shape Indicator for Emoticons and Other Print Symbols That Have No Braille Equivalents [UEB §11.7, Technical materials 14]

Unified English Braille includes specific braille symbols for common shapes, as well as methods to indicate if the shape is shaded, solid, etc. Symbols that have no braille provision, such as ☎ or ☺, are indicated in braille with the use of a transcriber-defined shape indicator, dots 4, 1246 (⠈⠫), followed immediately by the initial letter(s) of the object or a single grade 1 word, e.g., ⠈⠫⠞ for a telephone symbol or ⠈⠫⠇⠕⠉⠅ for a lock icon. A further description of the object, if needed, can be enclosed in an embedded transcriber's note, or on a special symbols page if the symbol occurs frequently throughout a transcription. Example:

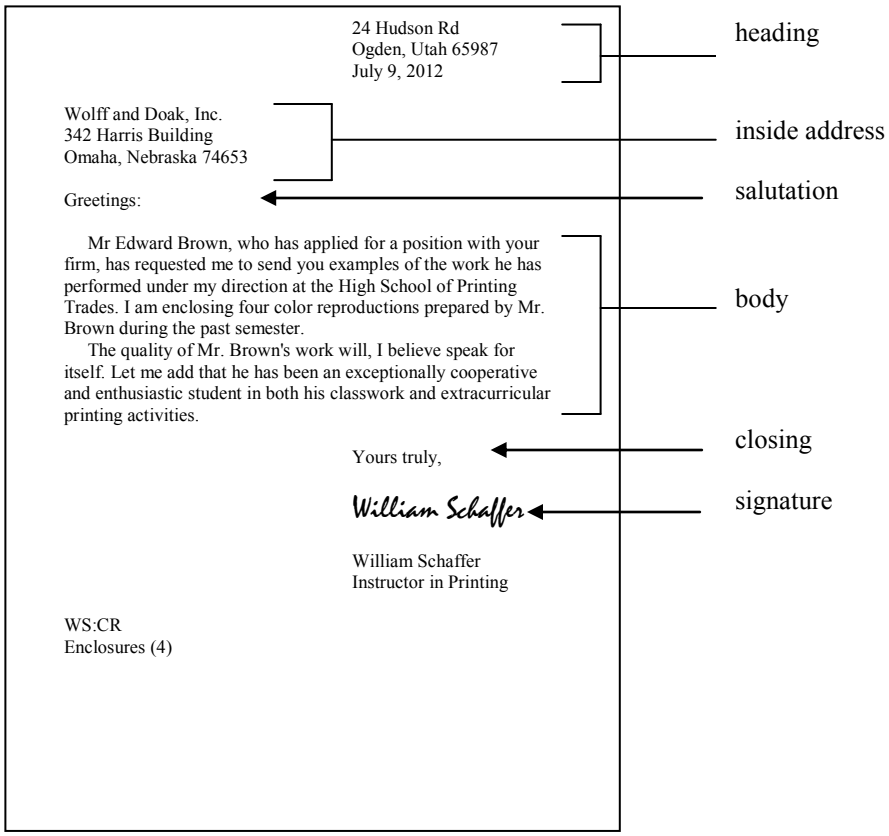
A sign on the desk said: 🛎 for service. Have a nice day! ☺

⠠⠁ ⠎⠊⠛⠝ ⠕⠝ ⠮ ⠙⠑⠎⠅ ⠎⠙⠒ ⠈⠫⠗⠃
⠈⠫⠧⠌⠗⠬⠬ ⠃⠑⠇⠇⠈⠫⠞ ⠿ ⠎⠻⠧⠊⠉⠑⠲ ⠠⠓ ⠁ ⠝⠊⠉⠑
⠕⠙⠗ ⠈⠫⠎⠍ ⠈⠫⠧⠎⠍⠊⠇⠑⠽ ⠋⠁⠉⠑⠈⠫⠞

13.8 Format for Letters (correspondence)

No rules are given in UEB or *Braille Formats: Principles of Print to Braille Transcription* for brailling letters of correspondence. Following are some general guidelines.

13.8a In general. Follow print copy as to the location of headings, inside addresses, closings, and signatures, indenting in braille as they appear in print. Follow print for paragraph indention.



To block a heading, count the number of cells needed for the longest line. This line should end at the extreme right-hand margin. All other lines of the heading start in the same numbered cell as the longest line. Runover lines should be avoided in the heading and inside address—even if this means that the blocked lines of the heading start left of the middle of the page.

If there is not room to include the last line of the body of the letter as well as the complimentary closing, signature, writer's and typist's initials, and notice of enclosure on a braille page, take the last line of the body of the letter to a new page.

It is recommended that the closing and signature be brailled following the rules for attributions (see 17.3)—i.e., start each line in cell 5.

13.8b Blank lines in letters. Blank lines are left in braille letters between segments that are not distinguished by margin indentions. When a letter is written in *semiblock form*, as in the illustration above and the following exercise, the only place a blank line is needed in braille is between the inside address and the salutation.

If a letter is written in *full block form* (without any indentions) and all segments start at the left margin, the same should be done in braille. In order to enable a braille reader to distinguish the different segments of the letter, leave a blank line between the inside address and the salutation, the salutation

and the first paragraph, and between following paragraphs. A blank line is also left between the last line of the body of the letter and the closing. If there are writer's initials and/or a notice of enclosures followed by a postscript, a blank line should separate the two.

13.9 Braille Translation Software

As referenced in the course introductory material, this course will present some of the general concepts the student should understand in order to best utilize computer software that can assist with the conversion of a print document into braille. Several braille software packages are available, and the specifics of each program will not be covered here. The student should consult the documentation for the particular program being used.

It is emphasized that the transcriber must have a thorough knowledge of the braille characters and proper formatting. The software should be viewed as a tool to help produce braille more efficiently, not a substitute for the detailed knowledge and skills of a transcriber. Intervention by a transcriber is generally required to ensure high quality braille for the reader.

13.9a Styles.

When preparing braille using a Perkins Brailler or a six-key entry program, the transcriber uses the spacebar and the return key to create centering, blank lines, and paragraph indentions manually. With translation software, it is possible to accomplish such formatting by applying a *paragraph style* to the entire block of text so that the software will format it automatically. This can be done when working with the document in its print format before translating it to braille, and in some cases it can even be done in a word processing program before importing the document into the braille software.

Following are the names and features of styles corresponding to the formatting that you have learned so far. Note that it may at times be necessary for the transcriber to add blank lines where the styles do not automatically create them in order to achieve correct formatting. Additional formats and styles will be studied later:

STYLE NAME	FORMAT
Paragraph or Body Text	3-1 margins; leaves no blank lines between paragraphs that are all in this style, but blank lines are created according to format rules (to be studied later) before and/or after the entire section of body text
List or List1	1-3 margins; leaves no blank lines between paragraphs that are all in this style, but blank lines are created according to format rules before and/or after the entire list
Running Head	Places the selected text, centered, at the top of each page of the document; creates no blank line below
Attribution	Margin is 4 cells to the right of the beginning of the previous line; creates no blank line above and one blank line below
Transcriber's note	7-5 margins; follows format rules for blank lines before and

	after; places transcriber's note indicator at the beginning and end of the text; only used when the entire paragraph is a transcriber's note
Left flush or 1-1	1-1 margins; creates no blank line above or below

EXERCISE

Prepare the following letter for submission to the instructor. Use the first line of each page for the running head **LESSON 13**, as usual. A blank line should be left on the first page between the running head and the heading.

745 16th St., N.W.
Washington, DC 20006
3/29/72

Mr. J. W. Wetherby
116 Crumpet St.
London W2N 6AA England

Dear Jim,

Shortly after 10 a.m., Feb. 5th, the SS Tubb reached the good old U.S.A. with me and the Mrs. on board. We were treated to the very best weather the Atlantic has to offer, i.e., wind, rain and fog, with the temperature dropping to 5ºF at times. However, the unpleasantness was greatly mitigated by the fact that we became acquainted with many interesting people. Allow me, for instance, to introduce you to Dr. Wm. Windham. (The Dr. is for Ph.D., not M.D.) Windy, as he was familiarly known to his fellow passengers, was formerly head of the Phys. Ed. Dept. of an obscure institution in New Haven, Conn. His specialty is the improvement of health through breath control and Yoga, and being a typical absent-minded prof. we jokingly told him that we feared we might someday find him turning blue in the face from having forgotten to resume breathing.

Also on board were an AFL-CIO official from Texas with an LL.D. from T. C. U. (c1970) and a D.Litt from UCLA and a Conservative M. P. from somewhere in Sussex, whose father had served with Eisenhower at S.H.A.E.F. during the 2d World War. These two were constantly engaged in interminable arguments over the UN and NATO. A third passenger would sometimes join in these discussions. He was a retired AT&T executive who often reminisced about F.D.R. and recalled how he had approved the WPA projects.

Further diversion was provided by a comedian who had performed on several TV networks including ABC and NBC. His wife was more interested in her lineage than in comedy and frequently reminded us of her membership in the DAR.

I will finish this account in a later letter as I must start packing. The Mrs. and I are taking off for Florida for a month of rest in the sun. Until the first of May address your letters to me c/o Gen. H. G. Fairweather, 1210 St. Augustine Rd., W. Palm Beach, FL 33401. Telephone no.: 305 743 6262.

Cordially yours,
Ed Goodman

EGG/ham

P.S. 4/10/72. You can thank a sudden change in the weather for the fact that you are finally receiving this letter. Since arriving here in Fla., the temperature has been in the 70s and 80s, until last night, when it began turning colder about 10 p.m.; and early this a.m. the thermometer on our veranda registered 45° (F). I was forced to dig out my coat, and lo and behold! there in the pocket was your letter still unmailed.

Our trip down was remarkably fast—2 hr., 20 min. Not bad for a 1200 mi. jaunt, wouldn't you say? We were able to hitch a ride on an old B-52 that was being flown to Fla. to be used in training missions.

Gen. Fairweather has a beautiful and comfortable house with a large swimming pool that measures 20'6" by 40'. The only disturbing factor which somewhat interferes with my rest and quiet is a constantly barking dog that has the bark of a Great Dane but is about 20 ins. long and weighs all of 2# soaking wet!

I am proud to say that I will soon be able to type my own letters. While I was in England I began taking a correspondence course in typing—at the exorbitant cost of £495, 10% off for cash. I am now struggling with the intricacies of &, @, $, and °. After next month I will no longer need the services of a secretary.

Remember our conversation about the Japanese ¥? If you will check page C6, §4 of last Sunday's paper, you will see that it is on the rebound. Even so, I'll stick with investing in the good ol' US$ and/or the British £.

The wife and I are considering taking a trip to France and Belg. next spring. Would you be interested in joining us? Perhaps we could rent a BMW and do Europe in style. ☺

Cheerio, old bean,
E.G.G.

Last Revised 9/14/2016

Lesson 14

Roman Numerals, Fractions, Mixed Numbers, Mathematical Signs of Operation, Superscripts and Subscripts, Electronic Addresses, Line Continuation Indicator, More On Translation Software

14.1 Roman Numerals [UEB §8.6.3, UEB Technical Materials 2.6]

14.1a In general. Use the braille letters, just as in print, when transcribing roman numerals. Observe the normal use of capital indicators, grade 1 indicators, and the standing alone rule. Examples:

V XL x iii

VI-X vi-x V—X v:x

pages ix-xii

see §VII

aVII avii WWII (World War II)

XXVa xxA VI.A

10th xth 21st XXIst

Ier VIe (French ordinal ending) 5sten (German ordinal ending)

Drill 34

Practice brailling the following sentences. Use a 1-3 margin.

1. Edward VIII, son of George V, gave up his throne to marry the woman he loved.
2. The pertinent provisions may be found in §59B(ii).
3. Study the Introduction, x-xv, and §15 on pages 23-25.
4. The map of the Czech Republic is found on page XVI—XVI being one of the removable pages.
5. Her house is furnished with Louis XIVth furniture.
6. The pros and cons of socialized medicine are set forth in XIV.B of my outline.

14.2 Fractions and Similar Number Combinations [UEB §11.3]

14.2a Printed on different levels of type. The line separating the numerator and the denominator in a fraction is called the fraction line. When the numbers of a fraction are printed on different levels of type, whether directly above one another or offset diagonally, the fraction line is represented in braille by dots 34 (⠸). The fraction line does not terminate numeric mode, so the numeric indicator is not repeated following the fraction line. Example:

½ [or] $\frac{1}{2}$ ⠼⠁⠸⠼⠃

14.3 Mixed Numbers [UEB §11.3.2]

14.3a Whole numbers plus fractions. Repeat the numeric indicator before the fraction. Example:

2½ ⠼⠃⠼⠁⠸⠼⠃

When a whole number is shown separated from a fraction by a space (as in stock quotations), follow print. Example:

16 ⅜ ⠼⠁⠋⠼⠉ ⠼⠉⠸⠼⠊

14.3b With hyphens and dashes. Because hyphens and dashes terminate numeric mode, the numeric indicator is repeated if fractions are connected to other numbers of any type by a hyphen or dash.

Examples:

½-¾ ⠼⠁⠌⠃⠤⠼⠉⠌⠙ ½ — 1½ ⠼⠁⠌⠃ ⠠⠤ ⠼⠁⠼⠁⠌⠃

½ - 1 ⠼⠁⠌⠃ ⠤ ⠼⠁

3½-4½ ⠼⠉⠼⠁⠌⠃⠤⠼⠙⠼⠁⠌⠃ 2½—3 ⠼⠃⠼⠁⠌⠃⠠⠤⠼⠉

0 — ½ ⠼⠚ ⠠⠤ ⠼⠁⠌⠃ 9 - 8½ ⠼⠊ ⠤ ⠼⠓⠼⠁⠌⠃

14.4 Printed on Same Level of Type

When a diagonal slash occurs between numbers that are printed on the same level of type, the two-cell slash should represent the dividing line. The slash terminates numeric mode, and therefore the numeric indicator is repeated following the slash. Example:

3/4 lb of butter ⠼⠉⠸⠌⠼⠙ ⠇⠃ ⠷ ⠃⠥⠞⠞⠻

He wrote 15/30 on the list.

⠠⠓⠑ ⠺⠗⠕⠞⠑ ⠼⠁⠑⠸⠌⠼⠉⠚ ⠕⠝ ⠮ ⠇⠊⠌⠲

A waltz is played in 3/4 time.

⠠⠁ ⠺⠁⠇⠞⠵ ⠊⠎ ⠏⠇⠁⠽⠫ ⠔ ⠼⠉⠸⠌⠼⠙ ⠐⠞⠲

14.5 Mathematical Signs of Operation

Unified English Braille contains equivalents for nearly all print mathematical symbols. However, for many years, in the United States, mathematical expressions in textbooks and classroom material and books on mathematics have been brailled using a system called the *Nemeth Braille Code for Mathematics and Science Notation*. The code is quite different from UEB and should only be studied after the ability to transcribe non-technical materials has been thoroughly mastered.

In this course, you will learn some common UEB symbols that are often found in general literature, including cookbooks, newspaper articles, and the like.

plus sign	+	⠐⠖
minus sign	−	⠐⠤
multiplication sign	×	⠐⠦
division sign	÷	⠐⠌
equals sign	=	⠐⠶
open angle bracket (or is less than)	<	⠈⠣
closing angle bracket (or is greater than)	>	⠈⠜
ratio	:	⠒

Follow print spacing. Like other nonalphabetic symbols, these terminate the effect of numeric mode, so the numeric indicator is repeated if an unspaced number follows them. Examples:

A 24× lens

⠠⠁ ⠼⠃⠙⠐⠦ ⠇⠢⠎

All of the houses were $200K+.

⠠⠁⠇⠇ ⠷ ⠮ ⠓⠳⠎⠑⠎ ⠼ ⠈⠎⠼⠃⠚⠚⠠⠅⠐⠖⠲

Contact me at <me@contact.net>.

⠠⠒⠞⠁⠉⠞ ⠍⠑ ⠁⠞ ⠈⠣⠍⠑⠈⠁⠉⠕⠝⠞⠁⠉⠞⠲⠝⠑⠞⠈⠜⠲

This is my favorite! <3 <3 <3

⠠⠹ ⠊⠎ ⠍⠽ ⠋⠁⠧⠕⠗⠊⠞⠑⠖ ⠈⠣⠼⠉ ⠈⠣⠼⠉ ⠈⠣⠼⠉

# of students ÷ 4 = # of pizzas to order

⠼⠹ ⠷ ⠍⠥⠙⠢⠞⠎ ⠐⠌ ⠼⠙ ⠐⠶ ⠼⠹ ⠷ ⠏⠊⠵⠵⠁⠎ ⠞⠕ ⠕⠗⠙⠻

The map was drawn on a scale of 1:500.

a 9 × 12 ft. rug

a 7×9×2″ box

7′W × 9″D

14.6 Superscripts and Subscripts [UEB §11.4.2]

superscript: dots 35 (9)

subscript: dots 26 (5)

You will note that these two symbols are the same as those used for the contractions for *en* and *in.* Therefore, these symbols only have the meanings above when in numeric or grade 1 mode.

14.6a Placement. The superscript and subscript indicators mean that the next letter, symbol, or entire number (including any decimals), is in the superscript or subscript position. These symbols are brailled, in accordance with placement and spacing in print, in formulas, footnote reference numbers, and the like. (More on footnotes will be studied in Lesson 17.) Unless grade 1 or numeric mode has been invoked for another reason, place a grade 1 indicator before the superscript and subscript indicators. Examples:

The CO_2 levels are rising in the atmosphere.

According to Thomassen[9] and McAllister,[10] the senior population will double by 2030.[11]

14.6b Ordinal Numbers. If the letters in an ordinal number are superscripted, the superscript is generally ignored in braille.

Example:

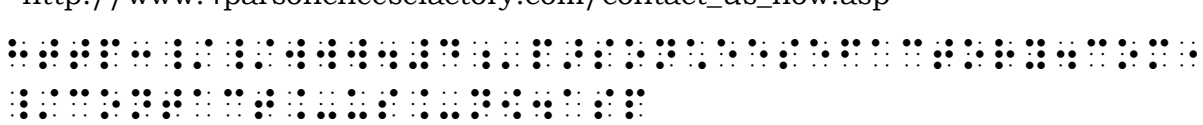
Get off on the 5th floor.

14.7 Computer Materials, Line Continuation Indicator [UEB §6.10.3, 10.12.3; UEB Technical Materials §17.2]

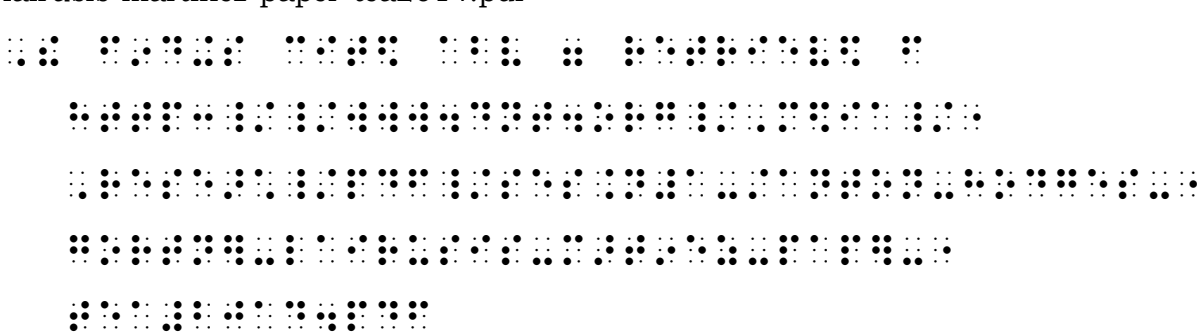
Follow normal contraction usage rules in email addresses, URLs, and the like when they are embedded in the regular text. When a number in the address prevents the use of contractions following the number, insert a grade 1 terminator after the number so that the contractions can be used if space would be saved by doing so.

A *line continuation indicator,* dot 5 (⠈) is used when it is necessary to divide a long electronic address that will not fit on one line. This indicator can also be used in numbers and other symbols-sequences too long for one line. Make the division at a logical break and at a point that is <u>not between two letters or between two digits.</u> Examples:

http://www.4parsoncheesefactory.com/contact_us_now.asp



The findings cited above were retrieved from http://www.dnt.org/Media/Research/pdf/session1-stanton-hodges-gortner-lairusis-martinez-paper-tea2014.pdf



Drill 35

Practice brailling the following sentences. Use a 1-3 margin.

1. Does ½ x 6¾ = 3⅓?

2. The young ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85 5/16 and sold it at 88 15/16.
4. A rod = $5\frac{1}{2}$ yd., or $16\frac{1}{2}$ ft.
5. The length of the astronomical year is about 365¼ days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deducting withholding tax, 6½% for retirement and $3.75 for life insurance, his take-home pay amounted to $463.29 every week.
7. He won the match in three straight sets: 6-3, 6-2, and 6-2, although his opponent had been a 3-1 favorite.
8. General Custer's men were armed with .45/70 Springfield rifles.
9. The cherry pie recipe calls for 2½-3 cups of sugar.
10. The board he cut was ½ - ¾ in. too long.
11. The rug measured 9′ × 12′, but the room was 8′ ½″ x 11′ ¾″.
12. $E = mc^2$ expresses the theory of relativity.
13. Visit <http://www.greatbooks.org/bookshelves/snid=243> for more details.
14. The 1st Battalion - 64th Armor Regiment is often referred to as the 1/64.

14.8 More On Braille Translation Software

14.8a Character Styles. In addition to the paragraph styles discussed in Lesson 13, there are also styles meant to be applied to specifically selected text rather than to an entire paragraph. For instance, when working with the print version of a document, applying the subscript or superscript attribute to the appropriate text will cause the correct braille indicators to appear when the document is translated to braille. Always be sure to check the results.

14.8b Numeric Spaces. When the use of numeric spaces (studied in Lesson 13) is appropriate within a complete number, use your word processor or braille translation software to insert a "hard space" or "non-breaking space" where the numeric space should occur. This should cause numeric spaces to appear when the document is translated from print to braille.

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 1-3 margin. Transcriber's notes need not be added to this exercise material. When you have successfully completed this exercise, your instructor will

provide you with an additional reading exercise to complete before proceeding to Lesson 15.

LESSON 14

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft., 10¾ in. — ¼ in. higher than the previous school record.
2. At 6½% interest his investment of $3700.00 yielded a return of just $240.50.
3. In 1952 the principal causes of accidents were: automobiles, 40%; at home, 22.5%; sports and recreation, 15.4%; pedestrians, 8.3%; travel, 6.6%.
4. In the late 19th century the American Experience Table of Mortality gave the life expectancy at age 10 as 48.72 years and at age 95 as .50 years.
5. Find the Diamonds+ location nearest you by calling 345 282 9832 or by visiting www.diamondsplus.net/292=NearbyStoreLocations.php.
6. For many years a minute of silent prayer was observed each November 11th, 11:00–11:01 a.m., to commemorate the signing of the armistice ending World War I.
7. Friday, 2-4 p.m., will be devoted to interviewing applicants for the new position.
8. The banquet proceedings will be live tweeted from @MSPNews beginning promptly at 6:30 p.m; follow hashtag #MSP2015 for other comments.
9. Visit our Web site at: <http://www4.rigley_13sim/office.org/index>.
10. With ⅔ of the precincts already reported, the Governor leads his nearest competitor 189,769–160,323, though he had been given less than a 50-50 chance of winning by the pollsters.
11. After 15 innings the two teams were still deadlocked 3–3.
12. The motor number of the stolen car is 030/692.
13. To-day AT&T stock closed at 36 ¾, up ⅝.
14. Articles V-VII of the society's constitution deal with the powers and duties of the officers.
15. The title page at the beginning of every braille volume lists the number of braille pages contained in that volume — thus, Pages i-xix and 1-79.
16. Pope John XXIIIrd did much to promote the ecumenical movement.
17. King Louis XVth of France is supposed to have said, "After me, the deluge."[14]

18. Many cities were demolished by the end of World War II—III will probably see the destruction of civilization.
19. Charles I (1600-1649) was beheaded by the Parliamentary faction in England.
20. The mysterious crate measured 6’H x 9’W x 2’D.
21. Move all of the little girls' dresses, sizes $4\frac{1}{2}$-6, to the next rack.
22. Barber, please trim my hair ¼ - ½ inch.
23. You need not worry; a person's temperature is normal when it falls in the 98.4º – 99.2º range.
24. Add a hydrogen ion to H_2O to get heavy water, D_2O.
25. More than 1/3 of our staff will be on vacation from 6/14 to 7/1.
26. Dad still has 20/20 vision, but he doesn't hear very well.

Lesson 15

Typeform Indicators, Small Capital Letters, Ellipsis, Quoted Material, More on the Standing Alone Rule, More On Braille Translation

15.1 Typeform Indicators [UEB §9 and Appendix 3]

In addition to the indicators already studied (the capital indicators, the number indicator, the grade 1 indicators, the shape indicators, the braille grouping indicators, the superscript and subscript indicators, and the transcriber's note indicators), the *typeform indicators* play an important role in braille reading. In print, when special typefaces (often referred to as font attributes) such as italics, boldface, underlining, or script are used to emphasize or to make distinct a word or passage, these changes must be so indicated in braille.

Foreign words that are printed in a special typeface, as well as titles that occur within text, subject headings at the beginning of paragraphs, silent thought, quoted material, and proper nouns that name a particular person, place, thing, or idea must be distinguished in braille using typeform indicators. However, special typefaces are ignored in braille if they are used in print merely to make the production more visually appealing, such as when headings are printed in huge letters or script.

Each of the following four specific typeform indicators contain two cells. The character in the first cell indicates the type of attribute, and the character in the second cell signals whether the indicator covers a word, a passage, or just one symbol. Each typeform has its own terminator. Additional "transcriber-defined" indicators will be studied later in this lesson.

	Word	**Symbol**	**Passage**	**Terminator**
Italics	⠨⠂	⠨⠆	⠨⠶	⠨⠄
Boldface	⠸⠂	⠸⠆	⠸⠶	⠸⠄
Underline	⠰⠂	⠰⠆	⠰⠶	⠰⠄
Script	⠐⠂	⠐⠆	⠐⠶	⠐⠄

15.1a Typeform word indicator. To indicate that only one word (or symbols-sequence) is in a special typeface, a *typeform word indicator* is placed before it. The effect of the typeform word indicator continues until the reader encounters a blank cell or a typeform terminator. The typeform indicator is placed *before* any capital indicator. Examples:

<u>March</u>

⠨⠂⠍⠁⠗⠉⠓

blue-eyed

⠨⠂⠃⠇⠥⠑⠤⠑⠽⠑⠙

bride-to-be

⠨⠂⠃⠗⠊⠙⠑⠤⠞⠕⠤⠃⠑

A.M.

⠨⠂⠁⠍⠲⠁⠍⠲

1914-18

⠨⠂⠁⠊⠁⠙⠤⠁⠓

sotto voce

⠨⠂⠎⠕⠞⠞⠕ ⠨⠂⠧⠕⠉⠑

<u>Lt. Col.</u>

⠨⠂⠇⠞⠲ ⠨⠂⠉⠕⠇⠲

<u>o'clock</u>

⠨⠂⠕⠄⠉⠇⠕⠉⠅

l'orange

⠨⠂⠇⠄⠕⠗⠁⠝⠛⠑

and/or

⠨⠂⠯⠸⠂⠕⠗

and/or

⠨⠂⠯⠸⠌⠕⠗

Stop—Now!

⠨⠂⠌⠕⠏⠤⠤⠝⠕⠺⠖

If only the first part of the word is in a different typeface, use the *typeform terminator* to show where the typeform ends. If the change in typeform begins in the middle of the word, use the typeform word indicator to show the change. Because final-letter contractions must follow a letter, do not use them if their letters are immediately

preceded by a typeform indicator. Also, because the lower groupsigns for *be, con,* and *dis* must constitute the first syllable of a word and be followed by a letter, do not use them if their letters are immediately followed by a typeform indicator. Examples:

We must do <u>some</u>thing!

The *Tribune*'s story

De**light**ful!

We cannot con*done* this.

15.1b Typeform passage indicator. When two consecutive words or symbols-sequences are printed in a typeface different from the surrounding text, the typeform word indicator is placed before each of them. When three or more consecutive words or symbols-sequences are in a special typeface, the first word is preceded by the applicable *typeform passage indicator,* and the last word is followed by the corresponding typeform terminator. Examples:

Hurry, please!

Hurry! Hurry! Hurry!

Wow! **Look at page 3.**

<u>What a happy home-coming!</u>

"*Two-thirds of nine* is six."

<u>That's enough!</u> she cried. <u>In your room — now!</u>

Toni Morrison wrote *The Bluest Eye, Beloved,* and *The Big Box.*

15.1c Occasionally a change of type may appear within an emphasized passage. Show these changes in braille. When more than one typeform indicator is applied at the same time, close the indication of typeform in the reverse order in which it was opened. Example:

She thought: *Poor Alice Faye really* needs *that job.*

I <u>really</u> need this job, she thought.

Thank you for <u>not smoking in the lobby.</u>

15.1d Lower Sign. The wordsigns for *be, his, was,* and *were* cannot be in direct contact with any lower punctuation, even if the presence of typeform indicators adds upper dots to what would otherwise be a sequence with all lower dots. Disregard both capital and typeform indicators when determining whether to use these lower wordsigns. Example:

His coat was warmer than mine was.

15.1e Typeforms and Punctuation [UEB §9.7.2-9.7.3]. Follow print when determining whether to place punctuation before or after a typeform indicator. Typeform indicators and paired symbols such as parentheses and quotes should be *nested*—that is, closed in the reverse order in which they were opened. If in print it is not clear whether the typeface is applied to the punctuation, assume that it is applied, except for a dash, hyphen, or ellipsis (to be studied later in this lesson). If closing punctuation marks are not included in the special typeface where a typeform word indicator has been used, do not use a typeform

terminator unless there is a specific reason to show that the punctuation is not included. Example:

"*I'm going*," she resolved.

⠦⠨⠊⠠⠊⠄⠍ ⠨⠊⠛⠕⠬⠊⠴ ⠩⠑ ⠗⠑⠎⠕⠇⠧⠫⠲

15.1f Emphasized passages of more than one paragraph. When a passage in a different typeface consists of more than one paragraph, the typeform passage indicator is placed at the beginning of each new paragraph regardless of its length or content (even if the paragraph consists of just one word). The typeform terminator, indicating the end of the emphasized material, follows the *last word* of the *last paragraph*.

15.1g Typeform symbol indicator. Sometimes a single letter, digit, or other symbol is shown in a different typeface. *When this distinction is necessary for other than decorative purposes,* use the appropriate *typeform symbol indicator.* Example:

Spell it **s**ell, not **c**ell.

⠠⠎⠏⠑⠇⠇ ⠭ ⠘⠆⠎⠑⠇⠇⠊ ⠝ ⠘⠆⠉⠑⠇⠇⠲

Did he really eat *6* dinner rolls?

⠠⠙⠊⠙ ⠓⠑ ⠗⠊⠇⠇⠽ ⠑⠁⠞ ⠨⠆⠼⠋ ⠙⠔⠝⠻ ⠗⠕⠇⠇⠎⠦

Terr<u>y</u> or Terr<u>i</u>?

⠠⠞⠻⠗⠽⠆⠽ ⠕⠗ ⠠⠞⠻⠗⠽⠆⠊⠦

a priori

⠨⠆⠁ ⠨⠊⠏⠗⠊⠕⠗⠊

Just as with the capital letter indicator, contractions may be used directly following a typeform symbol indicator even when only the first letter of the contraction is shown in the given typeform. Example:

International **C**ouncil on **E**nglish **B**raille

⠘⠆⠠⠔⠞⠻⠝⠁⠰⠝⠁⠇ ⠘⠆⠠⠉⠳⠝⠉⠊⠇ ⠕⠝ ⠘⠆⠠⠢⠛⠇⠊⠩ ⠘⠆⠠⠃⠗⠇

15.1h Transcriber-Defined Typeform Indicators. Some typefaces, such as color, crossed out type, double underlining, change in font size, and others, have no specific equivalent in braille. *When it is necessary* to show such a typeface in braille, use *transcriber-defined typeform indicators.* List these in a transcriber's note or on the Special Symbols Page (to be studied later), indicating which print type they represent.

	Word	**Symbol**	**Passage**	**Terminator**
First transcriber-defined	⠸⠱⠄	⠸⠱⠂	⠸⠱⠆	⠸⠱⠁
Second transcriber-defined	⠸⠱⠄	⠸⠱⠂	⠸⠱⠆	⠸⠱⠁
Third transcriber-defined	⠸⠱⠄	⠸⠱⠂	⠸⠱⠆	⠸⠱⠁
Fourth transcriber-defined	⠸⠱⠄	⠸⠱⠂	⠸⠱⠆	⠸⠱⠁
Fifth transcriber-defined	⠸⠱⠄	⠸⠱⠂	⠸⠱⠆	⠸⠱⠁

Examples:

After the hearing, the bill was amended as follows: "... or purchase at a nominal cost <u>not to exceed $100</u>, and for land exchanges where the lands exchanged ~~shall be of equal value~~ <u>shall be equalized by a payment of money to the grantor</u> ..."

⠠⠓⠑ ⠁⠋⠞⠑⠗ ⠞⠓⠑ ⠓⠑⠁⠗⠊⠝⠛⠂ ⠞⠓⠑ ⠃⠊⠇⠇ ⠺⠁⠎
⠁⠍⠑⠝⠙⠑⠙ ⠁⠎ ⠋⠕⠇⠇⠕⠺⠎⠻ "⠄⠄⠄ ⠕⠗ ⠏⠥⠗⠉⠓⠁⠎⠑ ⠁⠞
⠁ ⠝⠕⠍⠊⠝⠁⠇ ⠉⠕⠎⠞ ⠝⠕⠞ ⠞⠕ ⠑⠭⠉⠑⠑⠙ $100⠂ ⠁⠝⠙
⠋⠕⠗ ⠇⠁⠝⠙ ⠑⠭⠉⠓⠁⠝⠛⠑⠎ ⠺⠓⠑⠗⠑ ⠞⠓⠑
⠇⠁⠝⠙⠎ ⠑⠭⠉⠓⠁⠝⠛⠑⠙ ~~⠩⠓⠁⠇⠇ ⠃⠑ ⠕⠋ ⠑⠥⠁⠇ ⠧⠁⠇⠥⠑~~ ⠩⠓⠁⠇⠇
⠃⠑ ⠑⠥⠁⠇⠊⠵⠑⠙ ⠃⠽ ⠁ ⠏⠁⠽⠍⠑⠝⠞ ⠕⠋ ⠍⠕⠝⠑⠽
⠞⠕ ⠞⠓⠑ ⠛⠗⠁⠝⠞⠕⠗⠻ ⠄⠄⠄"

⠑⠞⠥⠁⠇ ⠧⠁⠇⠥⠑⠎⠼⠄ ⠺⠓⠩ ⠆ ⠑⠞⠥⠁⠇⠊⠥⠫ ⠑⠽ ⠁
⠏⠁⠽⠲⠞ ⠷ ⠍⠐⠕⠽ ⠞⠕ ⠮ ⠛⠗⠁⠝⠞⠕⠗⠼⠄ ⠲⠲⠲⠲

15.1i Summary: Use of the Typeform Indicators [BF §5]. The typeform indicators are used in braille only when words are printed in a different typeface to indicate *emphasis* or *distinction*. Remember that font attributes employed by printers for visual enhancement are ignored in braille (such as ornate letters or titles printed in script, italics or boldface). However, with only certain exceptions explained below, when an author or publisher chooses to highlight certain parts of text, the author's wishes must be respected and print must be followed. The guidelines for the use of the typeform indicators may be summarized as follows.

Use the Typeform indicators

1. To indicate ***emphasis***. Use the typeform indicators when print emphasizes a word or phrase by placing it in a different typeface. [Jump! *Now*!]

2. To show ***distinction*** when indicated by a special typeface in print for:
   - Foreign words or phrases
   - Proper nouns such as names of ships, books, pictures, etc.
   - Hyperlinks in which the text itself does not indicate the presence of a link, as in "visit About Us for more information".
   - Subject headings at the beginning of paragraphs
   - Silent thought as distinguished from conversation
   - Passages not enclosed in quotation marks that are printed in a type different from that of adjacent text—unless such passages are separated from the text by blank lines and/or change of margins [15.5]

Do Not Use the Typeform indicators

Special typefaces should not be indicated in braille when they have been used in print strictly for stylistic reasons or when distinction is sufficiently indicated in braille by other means, as in the following:

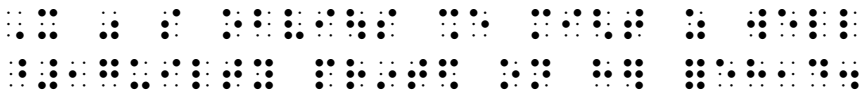
1. Where chapter titles or other centered headings are printed entirely in italics or boldface

2. Where a vertical list of words or terms, which is always brailled with a blank line before and after it, is printed entirely in italics or boldface
3. In an electronic address, the presence of which is sufficient to indicate a hyperlink, as in "visit www.email.net".
4. Where letters, words, or passages are shown in both quotation marks and a special typeface, except where required for emphasis or distinction
5. Where all entries in a table of contents are printed in a special typeface

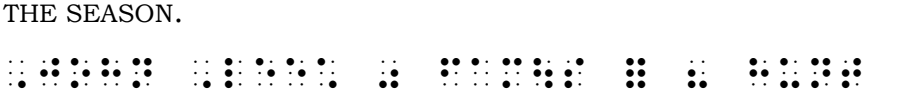
15.2 Small Capital Letters [UEB §9.6]

If in print, small, or block, capital letters have been used for all of the abbreviations or roman numerals in a document, these should be shown in braille as regular capitals. If small capitals are used for emphasis or distinction, use a transcriber-defined typeform indicator. Examples:

It was so obvious she might as well have had GUILTY printed on her forehead.



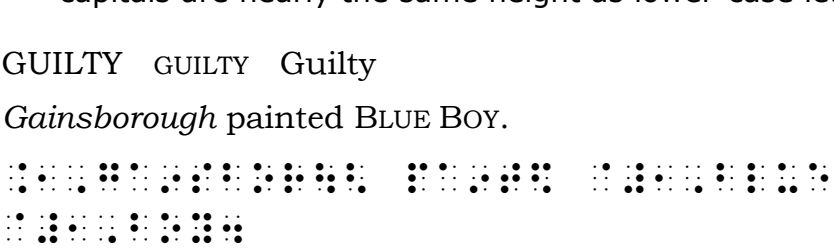
John Leech was famous for his hunt scenes such as THE FIRST DAY OF THE SEASON.



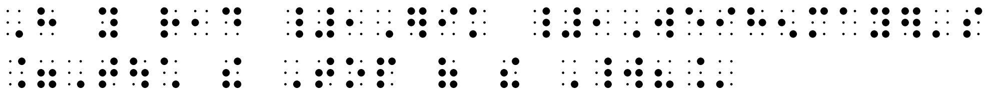
- Note the difference between full capitals and small capitals; small capitals are nearly the same height as lower-case letters:

GUILTY GUILTY Guilty

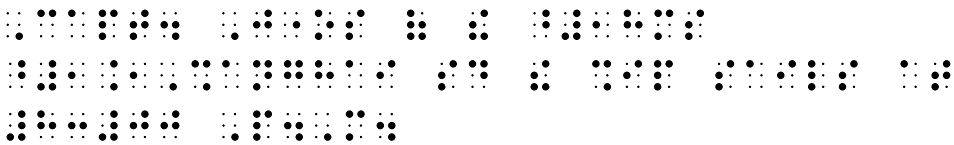
Gainsborough painted BLUE BOY.



Have you read ERIK WEIHENMAYER'S *Touch the Top of the World?*



Capt. Jones of the HMS *SHANGHAI* said the ship sails at 8:00 p.m.



Drill 36

Practice brailling the following sentences. Use a 3-1 margin.

1. The general planned to withhold his attack until **after** the troops had landed.
2. A good source for ideas for new business enterprises is 999 Little known Businesses.
3. *"Bon appetit!"* said the young waiter as he left the table.
4. The STAR-SPANGLED BANNER, written by Francis Scott Key, was adopted as the U.S. national anthem in 1931.
5. We'll make the trip *for* the children, not *in spite of* the children.
6. The following books have been written by Lu Bannert: *Messages From Hindustan, Discovery,* and *Night On The Veld.*
7. He is arriving at 3 a.m., not p.m.
8. The planets that revolve around the sun are: **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune,** and **Pluto.**
9. *This is the end*, he thought, as the speeding car bore down upon him.
10. *"You're on the road to success when you realize that failure is merely a detour."*—William G. Milnes, Jr., in *The Saturday Evening Post* <www.saturdaypost.net>.
11. The *Times*' JANET DIANA CARR is a first rate reporter.
12. The tired child whined, *that's mine, not his!*
13. The note said *Come on over!*
14. Little Tonya sang clearly, "*a, b, c, d, e, f, g.*"
15. *What can it be?* he wondered, as he examined the odd-looking package.

16. Jason **S**ed down the ski hill.
17. It is usually easier to get *into* the state of matrimony than to get *out* of it.

15.3 Ellipsis [UEB §7.3]

In print, the ellipsis is usually shown as three dots used to indicate the omission of a word or words or as a pause between words. In braille, it is represented by dots 256, 256, 256 (⠲⠲⠲). Follow print for spacing and punctuation of the ellipsis. If spacing is unclear or inconsistent, space the ellipsis away from other words, unless it is clear that the ellipsis shows omission of part of a word. Examples:

"Fools rush in . . . " ⠮⠠⠋⠕⠕⠇⠎ ⠗⠥⠩ ⠔ ⠲⠲⠲⠴

"… for they shall inherit the earth.*"*

⠮⠲⠲⠲ ⠿ ⠮⠿ ⠩ ⠔⠓⠻⠊⠞ ⠮ ⠖⠞⠹⠲⠴

"Breathe, Melissa. In . . . and out. In . . . and out."

⠮⠠⠃⠗⠊⠮⠊ ⠠⠍⠖⠇⠊⠎⠎⠁⠲ ⠠⠔ ⠲⠲⠲ ⠿ ⠹⠲ ⠠⠔
⠲⠲⠲ ⠿ ⠹⠲⠴

As you can see, I have followed your career. . . . As to my own . . . . Well, you know the story.

⠠⠵ ⠿ ⠉ ⠎⠖⠖⠊ ⠠⠊ ⠓ ⠋⠕⠇⠇⠺⠫ ⠿⠗ ⠉⠞⠖⠻⠲
⠲⠲⠲ ⠠⠵ ⠞⠕ ⠍⠿ ⠺⠝ ⠲⠲⠲⠲ ⠠⠻⠖⠇⠇⠊ ⠿ ⠔⠇ ⠮
⠎⠕⠗⠿⠲

He read only part of the sentence, *". . .the people of the United States, . . . do ordain and establish this Constitution . . ."*

⠠⠓⠖ ⠗⠊⠙ ⠕⠝⠇⠿ ⠔⠏ ⠷ ⠮ ⠎⠢⠞⠲⠖⠊ ⠮⠲⠲⠲ ⠨⠷⠮
⠏ ⠷ ⠮ ⠠⠥⠝⠊⠞⠫ ⠠⠎⠁⠞⠖⠎⠊ ⠲⠲⠲ ⠙ ⠕⠗⠙⠁⠔ ⠿
⠖⠎⠁⠃⠇⠊⠩ ⠹ ⠠⠒⠎⠊⠞⠥⠰⠝⠨⠎ ⠲⠲⠲⠴

Gimme the . . . money! ⠨⠷⠠⠛⠊⠍⠍⠖ ⠮ ⠲⠲⠲ ⠍⠔⠕⠿⠗⠨⠎

15.4 More On Standing Alone Rule [UEB §2.6]

As studied in earlier lessons, a sequence of letters is considered to be standing alone if it is preceded and followed by a space, hyphen or dash. Additionally, the letters are still "standing alone" if the following symbols and indicators come between the sequence and the preceding or following space, hyphen or dash: quotation marks, parentheses, brackets, braces, apostrophe, capital indicators, typeform indicators, and transcriber's note indicators. Further, the letters are still "standing alone" if these common punctuation marks occur between the letters and the space, hyphen or dash *that follows the letters*: comma, semicolon, colon, period, ellipsis, exclamation mark or question mark.

15.4a Punctuation Standing Alone. You learned that if a sequence of letters is standing alone and could be read as a shortform (such as *alt, hm,* or *brl*), a grade 1 symbol indicator should be used to show that the letters are intended rather than the shortform. Likewise, a grade 1 symbol indicator should precede a semicolon or a question mark that is standing alone, because the same braille symbols are used to indicate the contractions for *be* and *his*. Other marks of punctuation such as the exclamation point and the period do not have contraction meanings, and therefore no grade 1 symbol indicator is required to ensure that they will be read as punctuation. Examples:

(lg. print : alk. paper) ⠐⠣⠇⠛⠲ ⠏⠗⠔⠞ ⠒ ⠁⠇⠅⠲ ⠏⠁⠏⠻⠐⠜

And then he added: "?" ;) ⠠⠯ ⠮⠝ ⠓⠑ ⠁⠙⠙⠫⠒ ⠦⠰⠦⠴ ⠰⠆⠐⠜

"Why would they—?" ⠦⠠⠱⠽ ⠺⠙ ⠮⠽⠠⠤⠰⠦⠴

15.4b Enclosed Letters or Portions of Words. The standing alone rule, the rules about use of final-letter contractions and lower groupsigns, and the other rules you have learned should be applied when brailling single letters or portions of words enclosed in quotation marks, parentheses, brackets, or braces. Examples:

conform(ity) ⠒⠿⠍⠐⠣⠊⠞⠽⠐⠜

[b]elong ⠨⠣⠃⠨⠜⠑⠇⠰⠛

15.5 Quoted or Displayed Material [BF §9.2.3]

When quoted matter, i.e., passages taken verbatim from another source, or other displayed material such as a facsimile of a handwritten note or a sign, is *set off in print by blank lines, special typefaces, or indented margins*, the following guidelines should be observed:

(a) Leave one blank line before and after the quoted or displayed material. When material that is to be followed by a blank line ends on either line 24 or 25, leave a blank line at the top of the next page following the running head.

(b) Use cell 3 as the left margin for displayed material. Use 5-3 margins for indented paragraphs. Braille paragraphs that are printed in block form in 3-3, leaving a blank line between paragraphs.

(c) Retain font attributes when only certain words or phrases are emphasized within displayed material. Ignore font attributes if the entire body of displayed material is italicized or otherwise emphasized.

(d) If quoted material appears in both quotation marks and a distinctive typeface, such as italics, in braille the quotation marks are retained but the font attributes are omitted unless they are needed for emphasis or distinction.

For material printed in boxes see *Braille Formats §7.*

Drill 37

Practice brailling the following sentences. Use a 1-3 margin.

1. *The Mysterious Attitude.* A statement such as, "I wish I could tell you the answer, but . . ." implies that you have inside information that would blow the lid off everything.
2. "*You're so ... so ...*" he yelled in exasperation. He just couldn't find the words to express his frustration. ". . . *terrific?*" she asked coyly.
3. By *disability*, as used in the Social Security Act, is meant "inability to engage in substantial gainful activity. . . ."
4. Look at the map on page *s*4.
5. "I'll be glad when my boot training is over and I can say good-bye to S.. D.... forever," Frank wrote.

6. The word "dispatch" may be spelled either d*i*spatch or d*e*spatch.
7. It was the *one*-o'clock, not the *two*-o'clock news report, that stated the plane was missing.
8. If she will only permit me to <u>an</u>nounce our engagement, I will <u>re</u>nounce all my bad habits and <u>de</u>nounce all my former sweethearts.
9. The ad read: "You simply can't afFORD to be without a FORD."
10. The letters enclosed in parentheses should be contracted in braille:
    (dis)t(ing)ui(sh), M(in)n(ea)polis, m(ed)ic(in)al.
11. He was extremely proud of his former connection with the **F**ederal **B**ureau of **I**nvestigation ("G-men are the world's greatest detectives," he was fond of saying).

15.6 Braille Translation

Typeforms are considered *character styles* (mentioned in Lesson 14). In a word processor, when italics, underlining, and bold are applied to the selected text, they should translate with the appropriate indicators in braille. Always be sure to apply the typeform to any closing punctuation at the end of a word or passage, unless there is a specific reason for the typeform terminator to occur before the punctuation.

For correct formatting of displayed material, apply the appropriate *paragraph styles* for 5-3 or 3-3 margins, and ensure that the required blank lines are retained.

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. For purposes of this exercise, treat any symbols requiring transcriber explanation as having been already explained elsewhere (i.e., do not use transcriber's notes). There is no reading exercise for this lesson.

LESSON 15

1. The thought that the *federal government is wealthy* and the *states poverty-stricken* is a dangerous illusion.
2. Since all men are created equal, it follows *a priori* that no group is entitled to preferential treatment.
3. The title of the book is *CD-ROM Recordings — 1985.*
4. Back in 1919, when we numbered **105,000,000** in this country, it took some **26,000,000** workers to grow our food, dig our fuels and metals, and make the goods we needed.
5. When O'Brien got up to speak, Todd thought, *he just doesn't have any self-assurance.*
6. The following books were written by Thomas Wolfe: *Look Homeward, Angel; Of Time and the River; From Death to Morning; The Story of a Novel; The Face of a Nation; The Web and the Rock; You Can't Go Home Again; The Hills Beyond; A Stone, a Leaf, a Door.*
7. CAPITAL PUNISHMENT: Spending the summer in Washington, D.C.—Richard Armour in *Today's Living.*
8. Will the students in group "*a*" please move so that group "*b*" can sit down?
9. The local Shakespeare Society is planning to produce one of the following plays this season: *As You Like It; King Richard III; Julius Caesar;* or *Hamlet.*
10. It took me almost 1½ hours to complete the order from www.ShoppingMadeEasy.com — all during the process I was never sure whether I should first click select size or select color or more information.
11. The **g** in **gnat** is silent.
12. Charlie called to me, "The water's fine. *Come on in*!" So "*in*" I went!
13. *'It is not the size nor the gold equivalent of what each of us contributes to the world that is a measure of the value of his*

gifts. The service we render to others is really the rent we pay for room on this earth.' — Wilfred T. Grenfell

14. Thomas Jefferson will long be remembered for his drafting of *The Declaration of Independence.*

15. Steven's thoughts turned to Ritchy, *his idea of a great vacation (but not mine) is just to sit!*

16. MEMO: THE DOG THAT WOULDN'T BE is the camp movie this week.

17. Tennyson wrote "*In Memoriam*" to express his grief at the death of a young friend.

18. The Athenians not only had government *of* the people and *for* the people, but also government *by* the people.

19. Dwight Eisenhower, when president, said, "The federal government did not create the states of this republic. The states created the federal government...."

20. The sign on the wall explained the company policy:

    It is our rule that no alteration can be made to one of our products by the retailer. Our warranty is in effect only if the product is in its original condition—that is, as it was when it left *Kirby & Co.*

21. MERRIAM-WEBSTER'S NEW COLLEGIATE DICTIONARY is considered a *de*scriptive dictionary; WEBSTER'S NEW WORLD DICTIONARY is a *pre*scriptive dictionary.

22. *Oh boy, am I in for a dull evening!* he thought when he saw Aunt Em confronting him in the doorway. "What a pleasant surprise!" he said aloud. —*and now I won't know till morning who won the fight on TV.*

23. He scribbled a hasty note: *Will be in N.. Y... City 2 days. Be careful what you tell the d..n internal revenue guy.*

24. Article III, § I, of the *Constitution* provides as follows: *The judicial power of the United States shall be vested in one supreme Court, and in such inferior courts as Congress may from time to time ordain and establish. The judges, . . ., shall hold their offices during good behavior, and shall, ...*

25. In the following words the accented syllable is indicated by italics: pro***fi***cient, re***u***nify, ***vi***sionary, un***like***ly, pro***vi***so, ***dis***cord, pre***tend***.

26. Benny Friedman was the man who put the FOOT in FOOTball.

27. During the 19th century, the *sixteen*-hour day was not uncommon, whereas today there is talk of shortening the *eight*-hour day.

28. In the following words the letters enclosed in brackets are optional: encyclop[a]edia, cancel[l]ed, bus[s]es.

29. Soon the *Serene* was plunging through the most terrifying storm of the voyage, 1957's Hurricane Carrie that, only a few hundred miles away, sank the huge four-masted German bark *Pamir*, with a loss of 80 lives.

It was about this time that Cohen began inscribing a piteous document dealing with "The Last Days on Earth of Leslie Cohen."

Excerpts:

> *Constantly wet. Working 18 hours a day. If I ever come out of this alive I'll* never *set foot on a boat again.*
>
> *Bad storm again! God has never heard three bums pray as loud as we did.*
>
> *. . .*
>
> *Another day, another hurricane. This is the worst mistake two men ever made.*

30. The entry *"Coverage only for vicarious liability of named insured (?)"* puzzled the law clerk.

31. NOTICE: The YMCAers will meet <u>Tuesday</u> at <u>7 p.m.</u>

32. Tom's brother was late for supper so he went all over the neighborhood calling for him, "Char-*lie*—supper time—Char-*lie.*" Charlie was so far away that he only heard the "-*lie*."

PUTTING IT ALL TOGETHER: SUMMARY OF STANDING ALONE RULE [UEB 2.6]

A letter or letters-sequence is "standing alone" if it is preceded and followed by a space, a hyphen or a dash (either a dash or a long dash).

A letter or letters-sequence is also "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the *preceding* space, hyphen or dash:

- opening parenthesis, opening square bracket or opening curly bracket (brace bracket)
- opening quotation mark of any kind
- nondirectional quotation mark of any kind
- apostrophe [also see Section 2.6.4]
- opening typeform indicator of any kind
- capitals indicator of any kind
- opening transcriber's note indicator
- or any combination of these.

A letter or letters-sequence is "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the *following* space, hyphen or dash:

- comma, semicolon, colon, period, ellipsis, exclamation mark or question mark
- closing parenthesis, closing square bracket or closing curly bracket (brace bracket)
- closing quotation mark of any kind
- nondirectional quotation mark of any kind
- apostrophe [also see Section 2.6.4]
- typeform terminator of any kind
- capitals mode terminator
- closing transcriber's note indicator

- or any combination of these.

A word with an interior apostrophe is "standing alone" under the specific provisions of Section 10, Contractions, 10.1.2 (alphabetic wordsigns), 10.2.2 (strong wordsigns) and 10.9 (shortforms).

A Few Examples of *Not* Standing Alone

A letter or letters-sequence is not standing alone when it is

- Next to a slash have/have not ⠓⠁⠧⠑⠸⠌⠓⠁⠧⠑ ⠝⠕⠞
- Next to an "at" sign tomorrow@future.com
⠞⠕⠍⠕⠗⠗⠕⠷⠋⠥⠞⠥⠗⠑⠲⠉⠕⠍
- Next to a superscripted number child.^{3} ⠉⠓⠊⠇⠙⠲⠰⠼⠉

Lesson 16

Modified Letters, More on Quotation Marks, Foreign Words in English Text, Spanish Punctuation, Greek Letters, Old and Middle English, More on Translation Software

16.1 Modifiers [UEB §4.2]

Modifiers are used to show accented letters or diacritics in braille. Following is a list of some commonly used modifiers. Refer to §4.2 and §4.3 of the *Rules of Unified English Braille Second Edition 2013* for a complete list of available modifiers, including transcriber-defined modifiers.

Braille Symbol	Meaning	Example
⠈⠘	breve above following letter	Ŭ ⠈⠘⠥
⠈⠐	macron above following letter	Ū ⠈⠐⠥
⠨⠸	cedilla below following letter	ç ⠨⠸⠉
⠨⠡	grave accent above following letter	à ⠨⠡⠁
⠨⠈	circumflex above following letter	ô ⠨⠈⠕
⠨⠘	tilde above following letter	ñ ⠨⠘⠝
⠨⠒	umlaut or diaeresis above following letter	ü ⠨⠒⠥
⠨⠖	Ligature indicator	æ ⠈⠨⠖⠁
⠨⠌	acute accent above following letter	é ⠨⠌⠑

16.1a Placement. With the exception of the ligature, place the modifier immediately before the letter to which it applies. Example:

garçon ⠛⠜⠘⠯⠉⠕⠜ São Paulo ⠠⠎⠘⠻⠁⠕ ⠠⠏⠁⠥⠇⠕

Place the ligature indicator between two letters which are shown joined together in print. Example:

hors-d'œuvres ⠓⠕⠗⠎⠤⠙⠄⠕⠘⠖⠑⠥⠧⠗⠑⠎

16.1b Capitalization. If a modified letter is capitalized, place the capital letter indicator before the modifier. Note that modifiers are the only braille signs that can be placed between a capital indicator and the letter or word to which it applies. Example:

L'Étoile du Nord ⠠⠇⠄⠠⠘⠌⠑⠞⠕⠊⠇⠑ ⠙⠥ ⠠⠝⠕⠗⠙

Capitalized word mode remains in effect through modified letters. Example:

LINDSTRÖM ⠠⠠⠇⠕⠙⠌⠗⠘⠖⠕⠍

16.1c With Contractions. A contraction should not be used if any of its letters include modified letters. Examples:

fiancé ⠋⠊⠁⠝⠉⠘⠌⠑ blessèd ⠃⠠⠎⠘⠡⠑⠙

reënforce ⠗⠑⠘⠖⠑⠝⠿⠉⠑ coëducation ⠉⠕⠘⠖⠑⠙⠥⠉⠁⠰⠝

16.1d Applied to More Than One Letter. If a modifier applies to more than one consecutive letter, enclose the affected letters in *braille grouping indicators.* The opening braille grouping indicator is dots 126 (⠣), and the closing braille grouping indicator is dots 345 (⠜). Note that these are the same dot configurations as the contractions for *gh* and *ar,* but since no contraction can immediately follow a modifier, a grade 1 indicator is not required to show that these are grouping indicators rather than contractions. Example:

Sē you sōōn. ⠠⠎⠑⠤⠑ ⠽ ⠎⠑⠤⠧⠕⠕⠝⠝⠲

16.2 More On Quotation Marks [UEB §7.6, October 2019 Update]

16.2a Primary Quotation Marks. In Lesson Three, you learned the symbols for the opening and closing double and single quotation marks. If the primary (outer) quotation marks in the text are not the typical double quotation marks, it is permissible to exchange the double and single quotation marks, so that the primary quotation marks are brailled using the one-cell symbol. Explain the change on a Transcriber's Notes Page (to be studied in Lesson 19). Example:

‘Mother said “We'll see”.’

⠦⠠⠐⠍ ⠎⠙ ⠠⠦⠠⠺⠑⠄⠇⠇ ⠎⠑⠑⠠⠴⠲⠴

16.2b Other Quotation Marks. In addition to the quotation marks studied in Lesson Three, other types of print quotation marks can be shown in braille:

« _⠦ left-pointing double angle quotation mark

» ⠸⠴ right-pointing double angle quotation mark

" ⠠⠶ nondirectional double quotation mark

' ⠄ nondirectional single quotation mark

Follow printfor use of the double angle quotes, and do not exchange them with other symbols if they are used as the primary quotation marks. Example:

We shall sing 'Reel à Bouche'.»

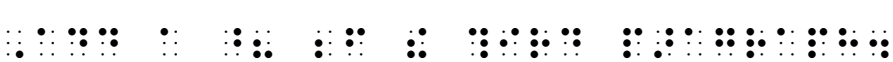
⠸⠦⠠⠺⠑ ⠩ ⠎⠌ ⠠⠦⠠⠗⠑⠑⠇ ⠜⠡⠁ ⠠⠃⠳⠡⠑⠠⠴⠲⠸⠴

The nondirectional quotes are used only in very rare cases where they are distinguished from directional quotes within the text, or in a programming setting where the specific symbol is clearly intended.

16.2c Two-Cell Double Quotation Marks. If in print a double quotation mark occurs in the middle of a word, use the *two-cell opening double quotation mark* (⠦); if there is a corresponding closing quote, use the *two-cell closing quotation mark* (⠴). To avoid confusion with contractions, these two-cell double quote symbols should also be used if a double quotation mark is standing alone. Examples:

Rec"ie"ve or rec"ei"ve?

Add a " before the third paragraph.

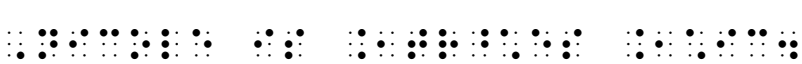


16.3 Foreign Language Material in English Texts (UEB §13)

The principles governing foreign words in English contexts studied in this lesson only apply to foreign text which occurs in a primarily English context. They do not apply to foreign language school textbooks, school assessments, grammar books and phrase books, bilingual dictionaries, or foreign language literature in which the text is written entirely in that language. For transcription of such material, which uses completely different methods of representing accented letters, refer to *UEB §13.6,* to BANA's *Provisional Guidance for Transcribing Foreign Language Material in UEB* (pending), and to *World Braille Usage, Third Edition,* www.perkins.org/worldbrailleusage.

16.3a Use of Contractions. In accordance with the provisions of UEB §13.2, the Braille Authority of North America has approved the use of contractions in foreign words and phrases in English contexts. The general rules for contraction usage should be followed, and contractions which would unduly distort the pronunciation of the word should not be used. Examples:

Nicole is *très chic*.



"*Einbrecher*" is the word for "burglar" in German.

⠦⠨⠂⠠⠑⠔⠃⠗⠑⠡⠻⠴ ⠊⠎ ⠮ ⠘⠺ ⠿ ⠦⠃⠥⠗⠛⠇⠜⠴ ⠔
⠠⠛⠻⠍⠁⠝⠲

"Adiós, Jazmín y José," said Father.

⠨⠴⠦⠠⠁⠙⠊⠘⠌⠕⠎⠂ ⠠⠚⠁⠵⠍⠘⠌⠊⠝ ⠰⠽ ⠠⠚⠕⠎⠘⠌⠑⠂⠴⠨⠄
⠎⠙ ⠠⠐⠋⠲

During the Battle of Jutland, the German *Derfflinger* sank the *Queen Mary.*

⠠⠙⠥⠗⠬ ⠮ ⠠⠃⠁⠞⠞⠇⠑ ⠷ ⠠⠚⠥⠞⠇⠯⠂ ⠮ ⠠⠛⠻⠍⠁⠝
⠨⠂⠠⠙⠻⠕⠇⠬⠻ ⠎⠁⠝⠅ ⠮ ⠨⠂⠠⠛⠥⠑⠢ ⠨⠂⠠⠍⠜⠽⠲

Keep in mind the rules for contraction usage when deciding whether to use a contraction, or when choosing the correct contractions to use, in foreign words. For example:

> Should the "one" contraction be used in "immigrazione"?
> (See Lesson 9)
> Should the "be" contraction be used in "becario"?
> (See Lesson 7)
> What contractions should be used in "heredero" – *here? ed? er?*
> (See Lesson 9)

Check a foreign dictionary or online reference to determine pronunciation. Examples:

centime (sän teem) ⠉⠢⠞⠊⠍⠑

Was ist das? ⠠⠺⠁⠎ ⠊⠌ ⠙⠁⠎⠦

Erin go bragh ⠠⠻⠔ ⠛ ⠃⠗⠁⠣

en la tarde ⠑⠝ ⠇⠁ ⠞⠜⠙⠑ in aeternum ⠔ ⠁⠑⠞⠻⠝⠥⠍

e pluribus unum ⠰⠑ ⠏⠇⠥⠗⠊⠃⠥⠎ ⠥⠝⠥⠍

honi soit qui mal y pense

⠓⠕⠝⠊ ⠎⠕⠊⠞ ⠟⠥⠊ ⠍⠁⠇ ⠽ ⠏⠑⠝⠎⠑

al dente ⠁⠇ ⠙⠑⠝⠞⠑ ab initio ⠁⠃ ⠊⠝⠊⠞⠊⠕

16.3b Guidelines for Contraction use in Specific Languages.

(1) In Greek words, when the letters *sth* occur, use the *th* contraction rather than the *st* contraction.

(2) In Scandinavian words, use the *ar* contraction when the letters *aar* occur.

(3) In Welsh words, do not use the *ed* contraction when the letters *edd* occur. Use the *ff* contraction rather than the *of* contraction in the letter combination *off.*

16.3c Spanish punctuation. In Spanish, a question is enclosed in question marks, the first one inverted and placed at the beginning of the question. In braille, the inverted question mark is shown as dots 45, 56, 236 (⠘⠢⠦). Similarly, Spanish exclamations begin with an inverted exclamation mark, which is represented in braille by dots 45, 56, 235 (⠘⠢⠖). Example:

¿*Es éste el camino a Puebla*?

⠘⠢⠑⠎ ⠑⠎⠞⠑ ⠑⠇ ⠉⠁⠍⠊⠝⠕ ⠁ ⠏⠥⠑⠃⠇⠁⠦

¡*Es demasiado*!

⠘⠖⠑⠎ ⠙⠑⠍⠁⠎⠊⠁⠙⠕⠖

Follow print if dashes are used for quotation marks for Spanish or other languages. Example:

When asked if he had enough money, Pedro said, — ¡*Tengo más de veinte pesos!* —

⠠⠱⠢ ⠁⠎⠅⠫ ⠊⠋ ⠓⠑ ⠹⠓ ⠢ ⠍⠐⠕⠽⠂ ⠠⠏⠫⠗⠕ ⠎⠙⠂
⠠⠠⠨⠶⠘⠰⠖⠠⠞⠢⠛⠕ ⠍⠘⠌⠁⠎ ⠙⠑ ⠧⠑⠕⠞⠑
⠏⠑⠎⠕⠎⠖⠨⠕⠠⠠

Drill 38

Practice brailling the following sentences. Use a 1-3 margin.

1. The attractive divorcée and her distingué protégé created a sensation at the lawn fête.
2. Louis XIV stated the position of all dictators when he said, "*L'état c'est moi.*"
3. The François family with their entire ménage had already departed for Florida.
4. ‘And opening his mouth he taught them saying, “Blessèd are the poor in spirit for theirs is the kingdom of heaven. . . .” ’
5. The newest trend in German politics is Parteiverdrossenheit, or PV for short.
6. *"Vive la France!"* defiantly shouted the young patriot as he was led off to face the firing squad.
7. José de San Martín was one of the leading liberators of South America.
8. Signorina Puccini is auditioning with the Metropolitan Opera Company.
9. Étienne professed to be *enchanté* to meet *la belle Mademoiselle Andersen.*
10. The original German title of Erich Remarque's famous book *All Quiet on the Western Front* was *Im Westen Nichts Neues.*
11. Egypt is fine, but if we have to go to Port Said again, we're finished — al fine!
12. My family comes from a small town in Italy called Giovanni a Piro.

13. We can keep this little cherub here, but that little enfant terrible will have to go home.

14. *"E molto bene di ritornare a casa,"* said the old woman as she stepped off the train.

15. "When will you be back?" called his comrades as Poncho rode off in the general direction of the border, and his reply was — *¿Quién sabe?* —

16.4 Greek Alphabet [UEB §4.5]

Lower Case Greek Alphabet

Braille	Print	Meaning	Braille	Print	Meaning
⠰⠁	α	alpha	⠰⠝	ν	nu
⠰⠃	β	beta	⠰⠭	ξ	xi
⠰⠛	γ	gamma	⠰⠕	ο	omicron
⠰⠙	δ	delta	⠰⠏	π	pi
⠰⠑	ε	epsilon	⠰⠗	ρ	rho
⠰⠵	ζ	zeta	⠰⠎	ς or σ	sigma
⠰⠱	η	eta	⠰⠞	τ	tau
⠰⠹	θ	theta	⠰⠥	υ	upsilon
⠰⠊	ι	iota	⠰⠋	φ	phi
⠰⠅	κ	kappa	⠰⠯	χ	chi
⠰⠇	λ	lambda	⠰⠽	ψ	psi
⠰⠍	μ	mu	⠰⠺	ω	omega

Upper Case Greek Alphabet

Braille	Print	Meaning	Braille	Print	Meaning
⠁	A	alpha	⠝	N	nu
⠃	B	beta	⠭	Ξ	xi
⠛	Γ	gamma	⠕	O	omicron
⠙	Δ	delta	⠏	Π	pi
⠑	E	epsilon	⠗	P	rho
⠵	Z	zeta	⠎	Σ	sigma
⠱	H	eta	⠞	T	tau
⠹	Θ	theta	⠥	Y	upsilon
⠊	I	iota	⠋	Φ	phi
⠅	K	kappa	⠯	X	chi
⠇	Λ	lambda	⠽	Ψ	psi
⠍	M	mu	⠺	Ω	omega

Follow print for the transcription of Greek letters. The appropriate capital indicator is used before uppercase Greek letters. Example:

I wrote to ΦBK president, Tom Jones.

⠊ ⠺⠗⠕⠞⠑ ⠞⠕ ⠨⠋⠃⠅ ⠏⠗⠑⠎⠊⠙⠑⠝⠞⠂ ⠞⠕⠍ ⠚⠕⠝⠑⠎⠲

16.6 Early Forms of English [UEB *§12*]

Refer to the Rules of Unified English Braille for the symbols for letters no longer in use. Do not use contractions in English written before about 1100. In Middle English, contraction usage is optional. Use contractions for early modern English. Pay particular attention to

variations in spelling in archaic forms of the language to ensure appropriate use of contractions.

Drill 39

Practice brailling the following sentences. Use a 1-3 margin.

1. The circumference of a circle is equal to π x d.
2. "*Écoutez bien,"* said Professor Moreau, as he launched into his lecture.
3. *The Chimbley Sweep* is sung by the folk-rock group, The Decemberists.
4. "*Geh!*" she said. "*Mach schnell!*"
5. During his senior year at college ('90-91) he lived in the ΠΚΑ house.
6. In music, *diminuendo* means to play softer by degrees.
7. ΔΕΛΦΟΙ (Delphi) was called the navel of the earth.
8. Goody Thatcher hoped to see her grandchildren become "polished stons" in the church. "Them i do hertili inbrace," she wrote.
9. The Greek letters *O* and *Ω* are pronounced the same.

16.6 More On Braille translation Software

16.6a Quotation Marks and Apostrophes. Sometimes, braille translation software fails to distinguish properly the difference between single quotation marks and apostrophes, and depending upon the methods used to create the original print document, other problems with quotation marks may occur. The transcriber must pay special attention to be sure that quotation marks and apostrophes are shown correctly in the braille version.

16.6b Inserting Symbols. Most modern word processing software includes methods for inserting symbols for modified letters and Greek letters. For accented letters, sometimes shortcut keys are provided for easy entry. Ligatured letters or Greek letters can often be found on an "Insert symbols" menu in the word processing software. Because there are a number of ways the symbols may be inserted in the original print document, it is critical to verify that the symbols have imported properly to the braille translation software and are represented

correctly in the final braille version. It is not enough simply to determine that the symbols look right in the print version.

16.6c Styles for Languages. Your braille translation software may include styles with names such as "Spanish" or "French". When these styles are applied, the material will translate into braille using not the methods of foreign language transcription covered in this lesson, but instead using the accented letters as shown in *World Braille Usage.* Therefore, *do not use the language styles* for foreign language material in English contexts. They are *only* appropriate for material intended for learning a language or for other language-oriented purposes as briefly discussed at the beginning of this lesson.

EXERCISE

Prepare the following sentences for submission to the instructor. Use a 3-1 margin.

LESSON 16

1. "Art thou not, fatal vision, sensible to feeling as to sight? Or art thou but a dagger of the mind, a false creation, proceeding from the heat-oppressèd brain?" —Macbeth
2. He had just returned to the café after his tête-à-tête with his fiancée.
3. The new government came into power through a coup d'état but masquerades behind a façade of democracy.
4. The dénouement of the plot began when the professor crashed the party clad in tuxedo and black suède shoes and wearing a boutonnière of lilies of the valley.
5. "*Merci beaucoup,*" said Jacques as I handed him the prize.
6. As the victorious French troops reëntered the city, the crowd triumphantly and spontaneously broke into the *Marseillaise: "Allons, enfants de la patrie! Le jour de gloire est arrivé! . . ."*
7. France was represented at Versailles by Georges Clemenceau.
8. The sign ΚΙΝΔΥΝΟΣ alerted us to the dangers of driving in the Greek mountains.
9. Jeanne d'Arc was known as the "Maid of Orléans."

10. I said, this restaurant serves all meals *table d'hôte*, not *à la carte.*
11. The note began very formally, "*Sehr geehrtes Fräulein Mary Smith:* . . ."
12. —*¡Qué bonita!*— exclaimed the handsome young gaucho as he doffed his sombrero to the lovely señorita.
13. The pin on his lapel proudly proclaimed his affiliation with ΣX.
14. " '69!" he said emphatically, "that was the year I was born!"
15. The first half of Julia's program closed with Chopin's *Étude in E Major.*
16. The memory of her insult still rankled in his mind ("*gros cochon*" she had called him).
17. The motto of the United States is "**E pluribus unum.**"
18. "The situation has been getting rather unhealthy," Filatov told the mass-circulation weekly Argumenty i Fakty.
19. I would like *Pasta e Fagioli* and a salad, please.
20. My grandfather showed me his old collection of German marks, French centimes, and Spanish pesos.
21. The Encyclopædia Britannica was first published in Edinburgh, Scotland as a 3-volume set between 1768 and 1771.
22. *Serous otitis media* is a medical term for fluid in the ear.
23. In English, there are at least five ways to pronounce the letters o-u-g-h; for example: **ought** (ôt), **tough** (tŭf), **bough** (bou), **dough** (dō), **through** (thrōō).
24. Winthrop considered his colony to be a model to others; "Wee must Consider that wee shall be as a Citye upon a hill."
25. The priest said he hoped Father hadn't had a *faithectomy*, since he hasn't seen him in church for months.

[This lesson last updated November 21, 2019]

Lesson 17

Pagination, Headings, Attributions, Marginal notes, references to sources, More on Translation Software

Note: In order to prepare the student for unknown situations that may occur in the certification manuscript and future transcriptions, from this point on some topics are explained that may not be tested in the exercises.

17.1 Pagination

Pagination of preliminary pages (table of contents, dedications, prefaces, etc.) will be discussed in Lesson 19.

17.1a Braille page numbers. [*BF* §1.15.1] All braille pages must have a braille page number at the right margin on the last line (line 25) of the page – with at least three blank cells between the end of the text and the page number – just as has been required when preparing the exercises in this manual.

17.1b Print page numbers. [*BF* §1.11] Occasionally there are times when, due to a teacher's or user's request or because of a peculiar arrangement of materials, an agency may choose not to include print page numbers in a braille transcription. In general, however, any book that has an index and/or a table of contents or might be used in a setting where print page numbers could be referenced (such as cookbooks, patterns, novels that could be used as supplemental classroom reading, in a book club, etc.) should be transcribed so that the beginning of every print page is clearly delineated and identified by its page number.

When a new print page is started at the top of a braille page, the print page number is brailled in the last cells of the first line, with no fewer than three blank cells left between the running head (or the text when a running head is not used) and the page number.

As an example, imagine that the book you plan to braille starts on print page 1. The first braille page will have the print page number 1 at the end of line 1 and the braille page number 1 at the end of line 25.

17.1c Continuation page numbers. Suppose you are not able to complete the first print page on the first braille page. To indicate to the reader that the first print page continues on to subsequent braille pages, the same print page number is placed on the first line of the next braille page preceded by the unspaced letter *a* for the first continued page, the letter *b* for the second, etc. These letters are brailled without the grade 1

symbol indicator since they are not standing alone. So, the second braille page will have the print page number *a1* (⠁⠼⠁) on the first line and the braille page number *2* (⠼⠃) at the end of line 25.

17.1d Print page change indicator. Now suppose that you are on the third braille page before you come to the end of the first print page. To indicate the change to a new print page, a page change indicator is placed on the line immediately following the last line of text on print page 1.

The print page change indicator is a line of unspaced dots 36 that starts at the left-hand margin and continues all the way across the page to the new print page number. No space is left between this indicator and the first symbol of the print page number. Example:

⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠼⠃

If you are in the middle of a sentence or paragraph, or if you are starting a new paragraph, the text should continue on the line immediately below the page change indicator. If a heading or a new section starts the new print page, leave a blank line between the page change indicator and the heading.

If in print a word is divided between pages, divide the word in braille as in print [*BF* 1.10.1].

17.1e Combined print page numbers. [*BF* §1.11.8] Every print page must be accounted for in braille. Sometimes books have pages without page numbers, such as a page that contains just a heading, i.e., *Part 1*. In braille that heading is taken to the beginning of the next page and separated from the following text by a blank line. In this case, a page change indicator is not used. To make it clear to the braille reader that there are no missing pages, the page numbers of the page containing the heading and the following page that contains text are combined. For instance, if the heading, *Part 1,* that is printed on page 7 is moved to precede the text on page 8, the page number is brailled ⠼⠛⠤⠼⠓.

If page 8 continues on to another braille page, it will carry only the number of the page where there is actual text, i.e., a8 (⠁⠼⠓)

- Note: Page numbering of unnumbered pages in the preliminary pages of a book will be studied in 19.2.b.

17.1f Dual page numbers. [*BF* §1.13.1] Many books use a dual (hyphenated) numbering system to identify different sections. This instruction manual, for instance, numbers each page using the lesson number followed by the page number. Follow print for the sequence of such numbers, omit the print hyphen, and use a continuation letter when needed. Example:

page 17–2 ⠼⠁⠛⠼⠃ ⠁⠼⠁⠛⠼⠃ ⠃⠼⠁⠛⠼⠃

17.1g Errors in braille page numbers. Under no circumstance should a series of page numbers be erased and corrected. If it is found that a braille page number has been repeated or omitted in work that was generated on a braillewriter or slate and stylus, see *Braille Formats* §1.15.2.

17.2 Headings [*BF* §4]

Headings, whether titles of books, chapters, sections, or subsections, are commonly shown in print in many different styles, sizes, and colors. Such distinctions are often used to designate the degree of importance to the text. In braille these distinctions are shown only by the location of the heading.

Follow print capitalization for headings. With the exception of paragraph headings (see below), ignore italics or other font attributes unless they are necessary to show emphasis or distinction.

Leave a blank line before a heading when it follows a page change indicator or a running head (see below). Place the heading on line 1 when a running head is not used.

When material such as a list (to be studied later) that requires a blank line following it ends immediately *before* the page change indicator, and a heading that requires a blank line before it *follows* the page change indicator, leave only one blank line *following* the page change indicator.

17.2a Centered headings. As a general rule, centered headings are used in braille for titles of books and their parts and chapters. Just as its name implies, a centered heading is centered on one or more lines, *preceded and followed* by a blank line.

Leave a minimum of three blank cells at the beginning and end of each line of a centered heading. Long headings may require multiple lines.

When a centered heading starts a new braille page, leave a blank line between the running head and the centered heading. A blank line should also be left between a page change indicator and a centered heading. The centered heading must be followed by at least one line of text on a braille page. (For further instruction on centering refer to page xii and 19.1c.)

17.2b Cell-5 and cell-7 headings. When a book uses major headings and subheadings, the major headings are centered and the subheadings are brailled starting in cell 5 with runover lines also starting in cell 5. If there are sub-subheadings, braille them starting in cell 7 with runover lines starting in cell 7. Cell-5 and cell-7 headings should be *preceded by a*

blank line, but not followed by one.

Like a centered heading, when a cell-5 or cell 7 heading starts a new braille page, a blank line is left between it and the running head. A blank line is also left between a page change indicator and a cell-5 or cell-7 heading. These headings must also be followed by at least one line of text on a braille page.

17.2c Heading Hierarchy. A cell-5 or cell-7 heading cannot precede a centered heading. A cell-7 heading cannot precede a cell-5 heading.

Centered heading (major headings)

- blank lines before and after
  exceptions: with boxes, table of contents, in alphabetic listings (to be studied later)

Cell-5 (subheadings)

- blocked in cell 5
- blank line before
- no blank line after
- may be followed by equally important c-5 (no blank between)
- may be followed by c-7 (no blank between)

Cell-7 (sub-subheadings)

- blocked in cell 7
- blank before, unless preceded by c-5 heading
- no blank following

17.2d Paragraph headings. Paragraph headings are words at the beginning of a paragraph—printed in full capitals or in a typeface different from the continuing text—that serve to highlight the important issue of the paragraph.

Follow print for capitalization and punctuation. If all of the paragraph headings are in the same font, emphasize them by using the appropriate typeform indicator. If the headings are in full capitals, follow print and do not add typeform indicators.

Do not confuse paragraph headings with purely stylistic letters at the beginning of a chapter or unit, which are not emphasized in braille (see 2.2).

17.2e Running head. [*BF* §1.8.2] Some agencies require that the title of the book (or a portion of it) be placed at the top of the page as a *running head* for convenience in collating braille books. You have been using a running head on the pages of each exercise in this course.

When required, the running head must appear consistently on all braille pages of the transcription with two exceptions. The full title, capitalized as in print, rather than a portion of it, is used on the title page (see 19.2a(1)) and on the first page of text (see 19.3b) in each

volume. If the book being transcribed is part of a series, use the title of the book, not the title of the series, for the running head.

Only one braille line is used for the centered running head. After centering, there must be at least three blank cells left at the beginning of the line and between the end of the running head and the print page number. When counting the number of cells available for the running head, remember to give consideration to the number of cells that will be occupied by the longest page number in the entire book.

If possible, use the title as it is stated on the title page for the running head, following print capitalization. If the title is too long to use as the running head, shorten it by capitalizing only the first letters of the words or just the first and key words, or choose only the principal words in the title.

Do not leave a blank line between a running head and the continuation of text unless other formats such as a break in context, a heading, a list, or columned material occur at this point.

When an agency chooses not to use a running head, the text continues on line 1 leaving room for three blank cells and the page number at the far right.

- *Note: All of the instructions in this lesson are written with the assumption that a running head will be used—as it must be for the certification manuscript.*

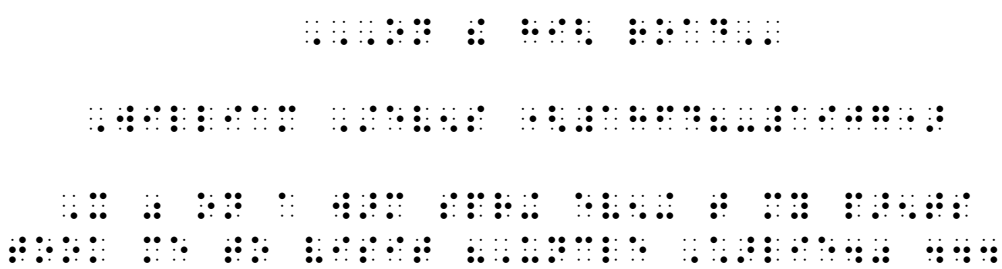
17.3 Attributions [*BF* §9.4]

17.3a Author's name preceding text. When in print an author's name is printed at the beginning of an article, chapter, poem, or short story, treat it as a centered heading (blank line before and after) and place it following the title. Follow print for capitalization and ignore any special typeface unless needed for emphasis or distinction. Example:

ON THE HIGH ROAD

William Stevens (1864?-1907)

It was on a warm spring evening that my parents took me to visit "Uncle Charlie." . . .

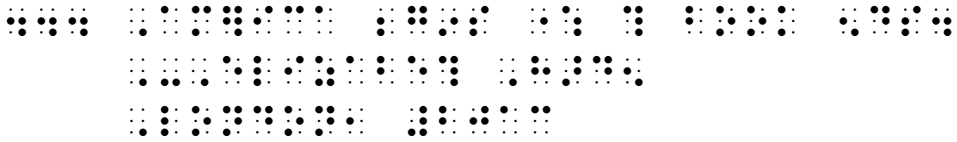


17.3b Name following text. In print, a preface, a piece of poetry, a foreword, an accolade, or a quotation is often followed by the name of its source or the name of the person who wrote the piece — sometimes with an address, affiliation, and date. Capitalization of these attributions should follow print. Ignore special typefaces unless needed for emphasis or distinction.

If an attribution follows text on the same line, follow print. If it follows on a subsequent line or lines, braille the attribution on the line immediately following the text starting four cells to the right of the beginning of the preceding braille line. For example, the credit should start in cell 5 if the line before started in cell 1; start in cell 7 if the line before started in cell 3; and so on. The entire attribution should be blocked; that is, each line starting in the same cell. A dash should not precede a credit line unless one appears in print. Example:

. . . America begins where this book ends.

—Elizabeth Harden
London, 2013



A blank line always follows an attribution, and the attribution must begin on the same page as the material to which it refers. If this is not possible, a portion of the text should be taken to the next page. If there is not room for an entire credit on the same page, a continuation of these materials may be carried over to the next braille page.

17.4 Marginal Notes and Reference Markers

Authors often add explanatory comments to the text by the use of a reference marker and a note. The reference mark, which may be an asterisk, a dagger, a double dagger, a superscripted number or letter, etc., is placed next to the material being cited. A note, preceded by the same reference mark is then placed somewhere else on the page—or sometimes at the end of the chapter or even the end of the book.

17.4a Reference Markers. The asterisk is commonly used in print as a reference marker and is represented in braille by dots 5, 35 (⠈⠔). Other common reference marks include the dagger, dots 4, 6, 1456

(⠈⠠⠹) and the double dagger, dots 4, 6, 12456 (⠈⠠⠻). Superscripted numbers or letters are indicated in braille, as studied in Lesson 14. Asterisks or daggers are not considered to be in the superscript position even if they appear raised.

The braille symbol follows the placement, spacing, and capitalization of the print reference mark. *It must be located on the same braille line as the word (or last word) to which it refers.* Examples:

My brother and I plan to attend the Veterans* Day parade in New York City.

⠀⠀⠠⠍⠽ ⠃⠗⠕⠮⠗ ⠯ ⠠⠊ ⠏⠇⠁⠝ ⠞⠕ ⠁⠞⠞⠢⠙ ⠮
⠠⠧⠑⠞⠻⠁⠝⠎⠐⠔ ⠠⠐⠙ ⠏⠜⠁⠙⠑ ⠔ ⠠⠝⠑⠺ ⠠⠽⠕⠗⠅ ⠠⠉⠰⠽⠲

(. . . quite the opposite.[2])

⠐⠣⠲⠲⠲ ⠟ ⠮ ⠕⠏⠏⠕⠎⠊⠞⠑⠲⠰⠔⠼⠃⠐⠜

As shown in the Jones case*—and it must be . . .

⠠⠵ ⠩⠪⠝ ⠔ ⠮ ⠠⠚⠐⠕⠎ ⠉⠁⠎⠑⠐⠔⠠⠤⠯ ⠭ ⠍⠌ ⠆ ⠲⠲⠲

Veterans† Day ⠠⠧⠑⠞⠻⠁⠝⠎⠈⠠⠹ ⠠⠐⠙

Veterans‡ Day ⠠⠧⠑⠞⠻⠁⠝⠎⠈⠠⠻ ⠠⠐⠙

List all reference indicators on the Special Symbols Page (to be studied later).

17.4b Notes [*BF* §16.5] Notes to the text are sometimes printed at the bottom of the page and referred to as "footnotes." Or, they may be placed in the margin along the side of the page, in boxes, or between lines of text. Regardless of print placement, in braille notes are placed at the end of the print page.

To separate the notes from the text use a *note separation line*. This line, composed of dots 5, 25, 25, 25, 25, 25, 25 (⠐⠒⠒⠒⠒⠒⠒), starts at the margin. A blank line should not precede the separation line unless required by other formats such as the end of a list (to be studied later).

The reference marker followed by a space and the text of the note start in cell 1 on the line immediately following the separation line. Use 1-3 margins. Braille additional paragraphs in the note in 5-3.

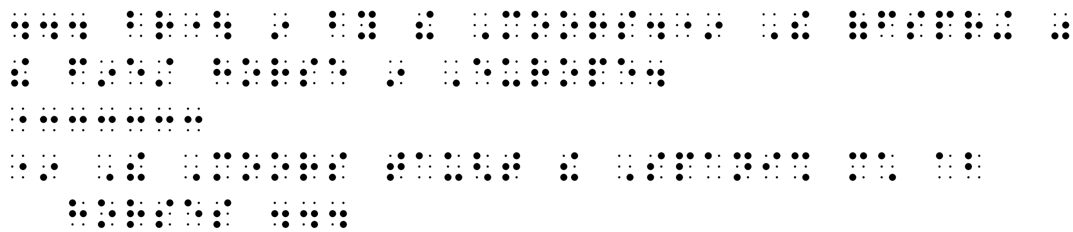
Upon completion of the note or notes, insert the page change indicator. Do not leave a blank line before the page change indicator unless the text after it begins in the same cell as the runover lines of the preceding note, such as the beginning of a new paragraph. Example:

. . . brought in by the Moors.* The offspring was the finest horse in Europe.

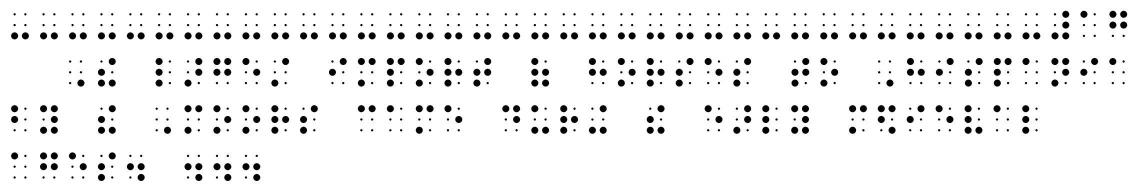
* The Moors taught the Spanish much about horses . . . 16

____[beginning of page 17]____

The largest import of horses to Hispania by the Moors came during the early medieval ages. . . .



-- [Note that this line is left blank only because the next page starts with a new paragraph.]



17.5 More on Translation Software

17.5a Headings. Translation software generally includes styles for correct formatting of centered, cell-5, and cell-7 headings. Sometimes they are named according to their level in the hierarchy (level 1, level 2, level 3). The styles are designed to skip lines where appropriate so that blank lines do not need to be entered manually. However, if a cell-7 heading is needed immediately after a cell-5 heading, a different style may have to be used for the celll-7 heading to prevent a blank line being left between the two headings.

17.5b Running heads. Text to appear as a running head can be typed once at the beginning of a document. When the running head style is applied, it causes the running head to be placed at the top of each succeeding braille page. Consult the documentation for your software for methods of discontinuing and re-starting a running head as needed, and also for how to insert a blank line below the running head if required.

17.5c Page Change Indicators. Page change indicators can usually be inserted by typing the page number at the appropriate location and marking it with the appropriate style in your software. It may be

necessary to use one of two different styles, depending upon whether the page change occurs between two paragraphs or within a paragraph. Use of the correct style ensures that no unwanted indention occurs and that blank lines occur where they are needed. When the page numbers are entered correctly, the software will place the print page numbers, including continuation page numbers, at the top right of the braille pages.

Note: When using braille translation software, the importance of a solid understanding about the correct use of spacing, blank lines, and indention, and of careful verification of the results produced by any braille translation software, cannot be overstated. Formatting problems, besides creating a sloppy appearance in the text, make it difficult for the braille reader to navigate the document.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three excerpts, two biblical quotations, a biblical reference, and three accolades. Use the running head **LESSON 17** on the first line of every page of the exercise. Use both braille and print page numbers following the instructions in 17.1.

On the first page only, leave the 2nd line blank. The excerpt number and following information should start on the 3rd line in standard (3-1) paragraph format.

When the first excerpt has been completed, leave a blank line before starting the next. Leave a blank line before each succeeding numbered problem.

Use normal paragraphing format and leave one blank line between the biblical quotations, reference, and accolades.

Assume that #4 and #5 are quotations found in a newspaper or a work of fiction.

If material that must be followed by a blank line ends on lines 24 or 25 of the braille page, leave a blank line following the running head on the next page.

LESSON 17

1. Excerpt based on liner notes accompanying a musical recording.

FRANZ ELLISON, pianist

You are in for a delightful listening experience. Relax and enjoy Franz Ellison playing *Four Studies for the Left Hand* by Max Reger, *Piano Sonata No. 4* by George Walker, and *Valses nobles et sentimentales* by Maurice Ravel.

MAX REGER

Most works written for the left hand alone were composed after World War I for returning veterans who had lost the use of their right hand due to war injuries. Max Reger, however, preceded that time, writing the "studies" in 1901.

Max Reger (1873-1916) A prodigious composer whose large output represented virtually every musical genre. The title "studies" is a modest intimation that these works are designed primarily for technical development, not for musical enjoyment, but in that respect the title is too self-deprecating. Like the best studies of all times they stand on their own as challenging original works, quite apart from the requirement that they be played by the left hand.

(continued)

GEORGE WALKER

George Walker Born in Washington, D. C., in 1922, he studied at Oberlin College and the Eastman School of Music. He has frequently composed for the piano, including four solo sonatas.

The basic sonority of Walker's Sonata No. 4 is the resonant ringing of octaves, seconds, and fourths, allowed to vibrate in bell-like tintinnabulation. Such sounds open and close each of its two movements. The sonata closes with a retrospective reference, marked *dolce e tranquillo,* to the theme heard at the very beginning of the work.

MAURICE RAVEL

During the nineteenth century, the waltz became perhaps the principle emblem of European culture, passing from a hearty country dance regarded as improper to a social rage.

Maurice Ravel (1875-1937) Ravel composed his *Valses nobles et sentimentales* in 1911. It is clear even from the most casual listening, that he did not intend to compose simple dance music. Rather he is investigating the very nature of the waltz. He has abstracted the rhythmic heart of the waltz and treated it with loving irony in a highly sophisticated way.

2. Excerpt from *Working*, by Studs Terkel (New York: Pantheon Books, 1974):

Our neighbors came over. They're sixty-eight. They're broiler farmers.* She plays piano in the church, by songbooks written in do-re-mi notes. I brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.† So we've got one foot in the thirties and one in the seventies.

* "Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, 'This is a lousy lot, we're not gonna pay you the full price.' But you're still putting in twelve hours a day."

† Clyde Ellis, a former congressman from Arkansas, recalls, "I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: 'Oh, if only we had it when you children were growing up.' We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. . . . They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity . . ." (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

3. "Render unto Caesar the things that are Caesar's, and unto God the things that are God's." (Matt., XXII, 21.)

4. In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful . . .

5. "There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid." —Prov. XXX, 18-19

6. Excerpt from *Love, Eleanor*, by Joseph P. Lash (New York: Doubleday & Co., Inc., 1982):

I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people & events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.

Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of post-war organization? The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked–what about Russia, and the Pres. dismissed it. Tonight Jane Plimpton‡ asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm–who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. "Brown" was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

7. "A real page-turner. A classic thriller." — *Publishers Weekly*

8. "Adds meaning to the word RIVETING."
   —Atlanta Journal and Constitution

9. "Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed."
   John Winston
   author of *Helpless!*

[This lesson last updated: November 20, 2019.]

Lesson 18

Special Formats: Lists, Columns, and Tables, Poetry
Suggested Formats: Menus, Recipes

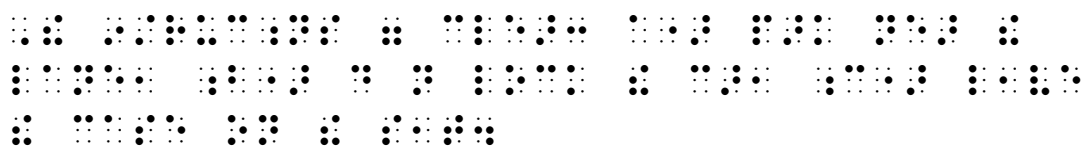
18.1 In General

Print employs many different styles to produce the myriad of magazines, newsletters, catalogs, instruction manuals, patterns, menus, etc., that are available to the print reader. Transcribers are often asked to braille recipes, playing cards, words to music, transportation schedules, bank statements, and utility bills. For these, there are no set codes or rules. A sound knowledge of Unified English Braille and a thorough familiarity with *Braille Formats: Principles of Print to Braille Transcription* is the best preparation a braillist can have for transcribing such materials. Two national organizations that offer help with special formats are the National Braille Association, Inc., www.nationalbraille.org, and the California Transcribers and Educators for the Blind and Visually Impaired, Inc., www.ctebvi.org.

18.2 Lists, Columns and Tables [*BF* §8, §11]

18.2a Paragraph lists. Follow print when a list is embedded in a sentence. Example:

The instructions were clear: a) park near the lane, b) do not lock the car, c) leave the case on the seat.



18.2b Single-column vertical lists without subentries. A simple vertical list without a heading is always preceded and followed by a blank line – even when followed by a page change indicator. Follow print capitalization and punctuation and use 1-3 margins. Use typeform indicators for words printed in italics or other font attributes only if needed for emphasis or distinction.

It is preferable to keep lists, especially short ones, on the same braille page. Longer lists can be divided between braille pages only if there is room for at least two items on the first page.

For lists with headings see Braille Formats §8.3.3. For more about blank lines with lists see Braille Formats §8.3.2.

18.2c Nested lists [*BF* §8.5]. A nested list has main entries and subentries. Each main entry begins in cell 1; each subentry begins two cells to the right of the previous level. Runovers to main and subentries all start two cells to the right of the farthest indented subentry. *Regardless of the number of entries, runover lines always start in the same cell*. Example:

Consultants for the Third Edition of *Participating In Government*

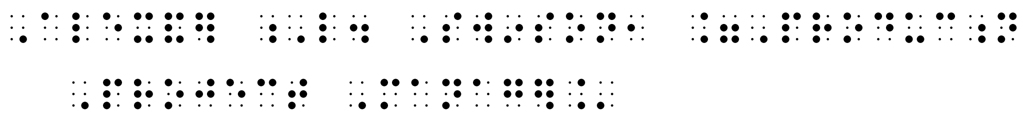
Pauline G. Higginbotham, *Chief Consultant*

Richard Poole, *Chief Map Consultant*

Staff for the Third Edition of *Participating In Government*

Sandra B. Thurman, *Editor*

Alexander L. Swinson, *Production Project Manager*



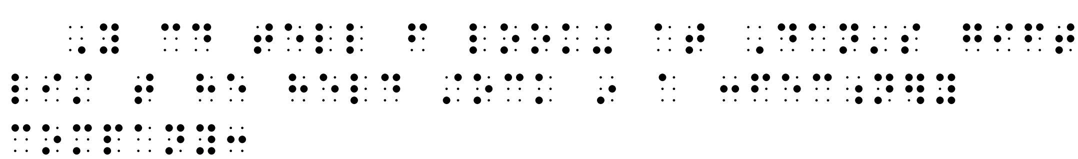
The nested list format is used for outlines, indexes, tables of contents, etc., and is always transcribed in a single column.

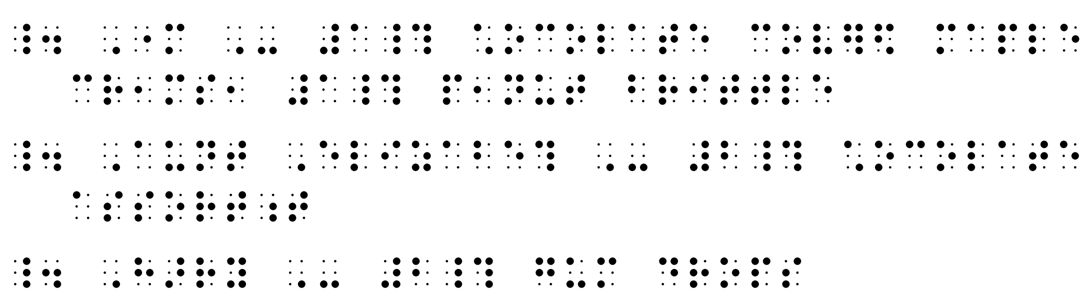
18.2d Bullets. When in print items in a column or list are preceded by a star, a dot, a check mark, or other symbol meant to bring attention to the individual entries, these marks are represented by the corresponding braille symbol. The bullet is represented by dots 456, 256 (⠸⠲). The bullet starts in cell 1 and is followed by a space. Example:

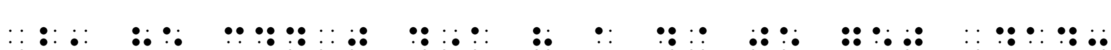
You could tell from looking at Dan's gift list that he held stock in a confectionery company:

- Mother — 1# chocolate covered maple creams, 1# peanut
  brittle
- Aunt Elizabeth — 2# chocolate assortment
- Harry – 2# gum drops

But, he couldn't think of a thing to get Dad.

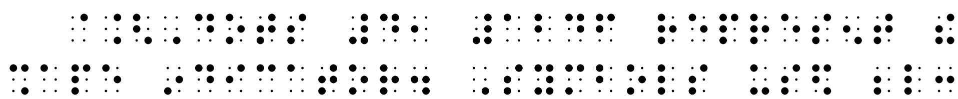


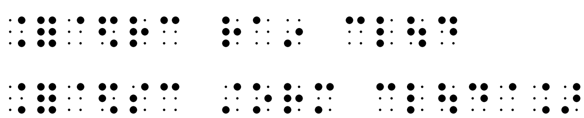


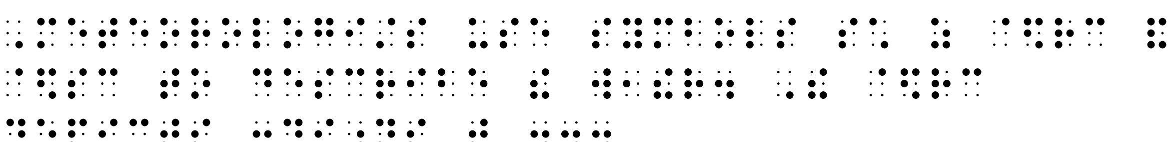


18.2e Lists in transcriber's notes. U In lesson 13.6b, you learned that transcriber's notes which are longer than seven words are placed before the affected text, formatted in 7-5, and preceded and followed by transcriber's note indicators (⠈⠨⠣ ⠈⠨⠜). When two or more symbols require explanation in a transcriber's note, use the list format (margins 1-3, blank lines before and after). Precede each symbol with a *dot locator for mention* (⠨⠿) dots 46, 123456. The closing transcriber's note indicator follows the last listed item. Example:

Meteorologists use symbols such as and to describe the weather. The depicts conditions that . . .







18.2f Side-by-side columns

18.2f(1) Unrelated columns [*BF* §8.4]**.** Columns shown side by side on one print page should be presented in braille in the same manner whenever possible.

Following a blank line, begin the first column at the left margin. Leave *two blank cells* between the end of the longest item in the first column and the left-hand margin of the next column. (For columns consisting of numbers see *Braille Formats* §11.7.1.j.) If necessary, when an entry is too long for a column, indent runovers two cells to the right of the left-hand margin of the column. When it is not possible to replicate print layout, and the items in the columns have no relationship to each other, the number of columns can be changed, but it is very important to

maintain the print alphabetic or numeric order, whether horizontal or vertical. Place as many columns as possible across the braille page with the remaining columns below them.

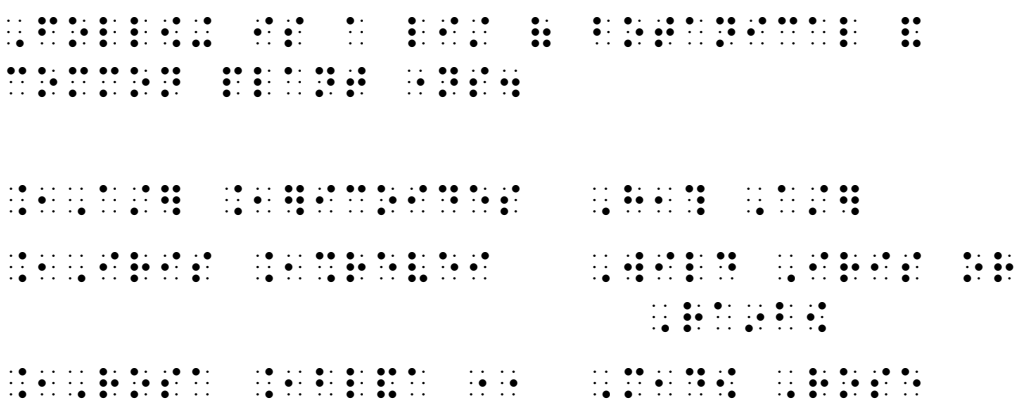
Do not use guide dots (see below) between unrelated columns.

18.2f(2) Related columns and guide dots. Related columns contain items that directly relate to items in an adjacent column or across a row of columns. The relationship must be maintained. Parallel items in each column must *begin* on the same braille line even though there may be a runover in some lines. If there are too many related columns for a braille page, see *Braille Formats* §11.2.1 and §11.12.

Guide dots (dot 5s) are used in order to help the reader follow a braille line across from a short item in one column to an entry in the next column. Do not use guide dots if there is not room for a space at the end of the entry, *two* guide dots, and the required two cells between columns. Example:

Following is a list of botanical and common plant names.

Aster ericoides	Heath Aster
Iris shrevei	Wild Iris or Rainbow
Rosa blanda	Meadow Rose



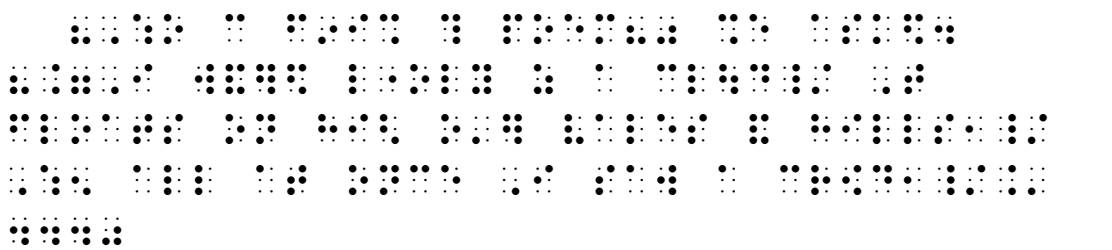
18.2g Tables. A table – an orderly arrangement of items in vertical columns and horizontal rows where the information that is given in the row headings is necessary for an understanding of the material in the

columns – should be transcribed according to the rules in *Braille Formats,* §11.

18.3 Poetry [*BF* §13]

18.3a Poetry in prose form. Follow print when poetry is written within a narrative using marks of punctuation, such as a slash or colon, to indicate the end of each poetic line. Such punctuation should be spaced as in print. It may begin or end a braille line, but may not stand alone on a line. When these symbols are used in poetry, list them and explain their functions on the Special Symbols Page (to be studied later). Retain quotation marks and/or special typeface used in print. Example:

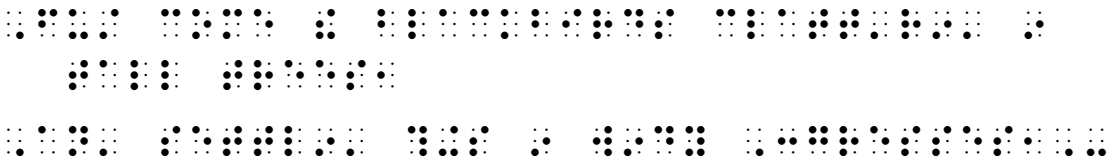
"Who can finish this poem?" she asked. "*I wandered lonely as a cloud/ That floats on high o'er vales and hills,/ When all at once I saw a crowd,/ . . .*"



18.3b Standard poetry format. Use 1-3 margins when transcribing poetry that is printed with each line starting at the left margin. Example:

Fust come the blackbirds clatt'rin' in tall trees,

An' settlin' things in windy Congresses, —



When poetry shows an indented pattern, braille should follow print. Like nested lists, print lines shown at the farthest left position start in cell

1. The first indented line starts in cell 3. Each further indention starts two cells to the right. Runovers of *all* lines in the *entire* poem start two cells to the right of the beginning of the farthest indented line.

A blank line should precede and follow each stanza. Example:

Rubáiyát of Omar Kyayyám

Iram indeed is gone with all his Rose,
And Jamshýd's Sev'n-ring'd Cup where no one knows;
But still a Ruby kindles in the Vine,
And many a Garden by the Water blows.

And David's lips are lockt; but in divine
High-piping Pehleví, with "Wine! Wine! Wine!
Red Wine!"—the Nightingale cries to the Rose
That sallow cheek of hers t' incarnadine.

When a poem occurs in the middle of text and there is not room at the bottom of a braille page for (1) the title (if any), (2) the blank lines that must precede and follow the title, and, (3) the first *two* lines of the first stanza, take the entire poem to the next page.

When a stanza ends on line 24 or 25 of a braille page, start the next stanza on line three of the next page (following the running head and a blank line).

Stanzas in a poem may be divided between braille pages, but do not divide a line of poetry between braille pages.

When an ellipsis indicates a missing stanza(s), the ellipsis should start in cell 1 and be preceded and followed by blank lines.

- Note: Transcribe poems with footnotes, irregular indention patterns, unusual spatial arrangements, numbered lines, or containing scansion and/or stress marks according to *Braille Formats* §13.

18.4 Menus

Many agencies have developed their own formats for items that have no set of rules. Following is one suggested method of brailling a menu. As an aid to the reader, a table of contents could be added to an extensive menu.

- Use a forty-cell line. Use standard braille page numbering, and print page numbers if there are any.
- Center the name of the restaurant on the first line—or first and second lines if necessary. Follow print capitalization. Ignore font attributes unless necessary.
- Leave the line following the title blank. If the print menu has a heading such as *breakfast, lunch,* or *dinner,* center it on the next line. Always leave a blank line before and after a title that is centered.
- Category headings such as *From the Grill* or *Weight Watcher's Specials* should start in cell 5 with runover lines also starting in cell 5. Such "cell-5 headings" should always be preceded by a blank line but never followed by one.
- Braille general information, such as, "All entrees include our home-made bread," in standard paragraph form (3-1).
- Braille the actual menu choices in list format, or nested list format if there are subentries.

- If there are only names of menu items (without descriptions) and prices, start the item in cell 1 with runovers in cell 3.
- Place the price at the right margin following the end of the name of the menu item. Insert a line of unspaced guide dots (dot 5) between the end of the menu item and the price. Leave a blank cell before and after the guide dots. If there is not room for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots.
- If the name is followed by a description, place the item name and price as described above. Start descriptions of menu items on the line following the price, using the nested list format. When a description requires more than one braille line, divide it so that at least six blank cells are left empty at the end of each line. This allows the price to be easily identified.

Do not leave a blank line between a description and the following menu item.

- Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.
- For some lengthy menus, a contents page may be helpful. Example:

~~ The Village Inn ~~

Sandwiches

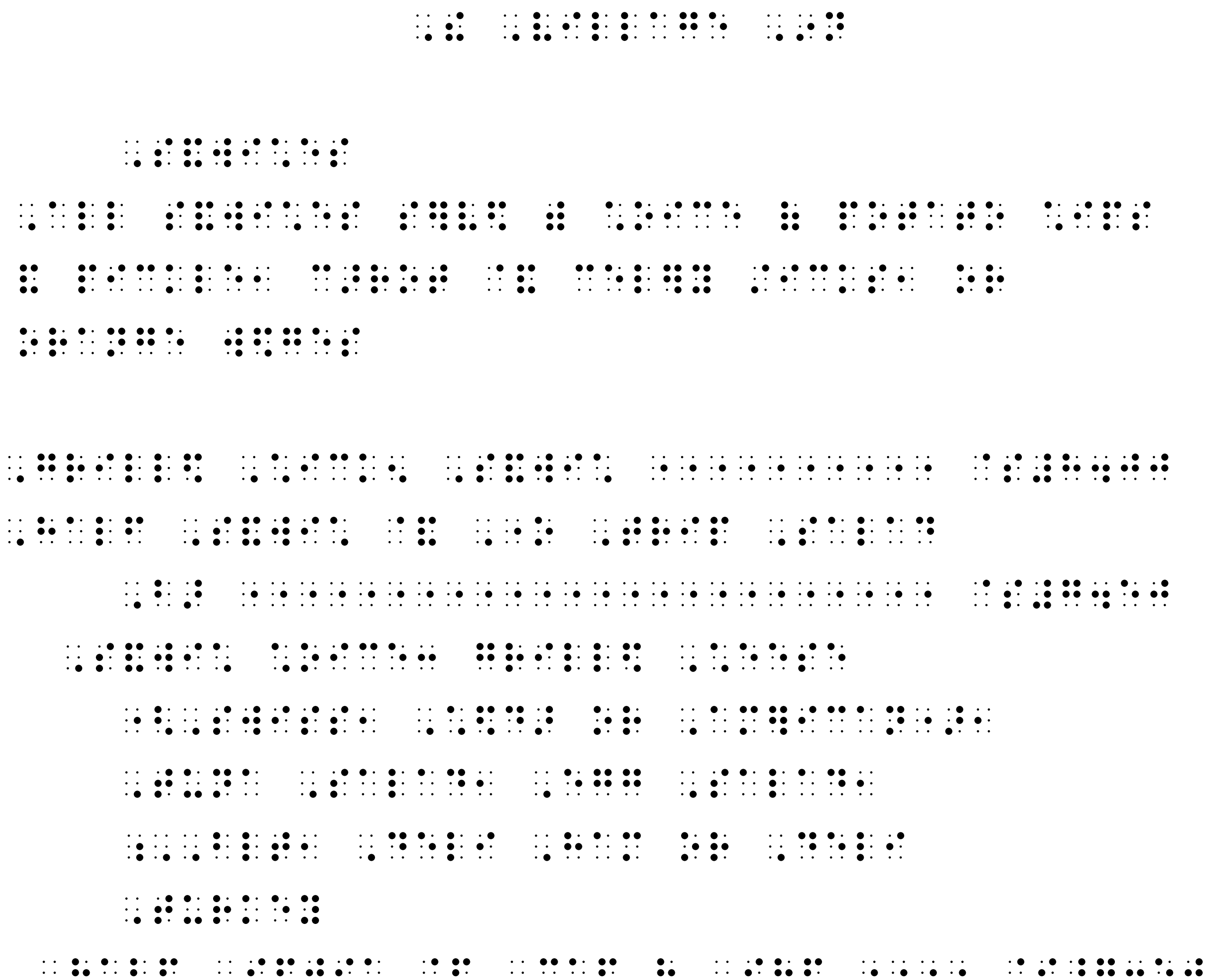
All sandwiches served with choice of potato chips and pickle, carrot & celery sticks, or orange wedges

Grilled Chicken Sandwich $8.00

Half Sandwich & One Trip Salad Bar $7.50

Sandwich choice: grilled Cheese (Swiss, Cheddar or American), Tuna Salad, Egg Salad, BLT, Deli Ham or Deli Turkey

Half Sandwich & Cup of Soup $7.50



18.5 Recipes

The most important ingredient in a brailled recipe is accuracy. An error in the baking time can turn a chef's delight into an abysmal failure. Like menus, there are no hard and fast rules for recipes. The following instructions are given *merely as a guideline*.

- If the recipe starts on a new braille page, center the title on line 3 following the running head and a blank line. Follow print for capitalization. If the recipe starts in the middle of a braille page, the

title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, take the recipe to the next page.

- When information, such as the number of servings or preparation time, appears along with the title, in braille place this material at the margin with runover lines starting in cell 3. Follow with a blank line. (Note that this information is not treated as a cell-5 heading.)
- If a recipe is divided into several parts that are identified by headings such as *Cake*, *Frosting*, etc., start these headings in cell 5 with runover lines also starting in cell 5. Cell-5 headings should always be preceded by a blank line but never followed by one.
- The ingredients are then brailled in list format (start in cell 1 with runover lines starting in cell 3).
- Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print.
- Braille the directions in paragraph format.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three poems, an outline, a list of directions, a short story, and a recipe. Do not use the running head LESSON 18 on each page. Instead, start each selection on a new page and place the title of the selection on line one. If a selection has more than one page, use the title as the running head on the subsequent pages condensing as needed. Number the braille pages consecutively throughout the exercise. Use both braille and print page numbers following the instructions in 17.1.

The following source information is included for copyright purposes only and is not to be included in the exercises: The poem *Recuerdo* is taken from *Poems for Young People* by Edna St. Vincent Millay (New York: Harper and Brothers, 1929). *The Wind* is taken from *A Child's Garden of Verses* by Robert Louis Stevenson (Golden Press, 1951). The outline was adapted from *The People's Choice*, edited by Albert R. Kitzhaber (New York: Holt, Rinehart, and Winston, Inc., 1974).

RECUERDO

We were very tired, we were very merry —
We had gone back and forth all night on the ferry.
It was bare and bright, and smelled like a stable —
But we looked into a fire, we leaned across a table,
We lay on the hill-top underneath the moon;
And the whistles kept blowing, and the dawn came soon.

We were very tired, we were very merry —
We had gone back and forth all night on the ferry;
And you ate an apple, and I ate a pear,
From a dozen of each we had bought somewhere;
And the sky went wan, and the wind came cold,
And the sun rose dripping, a bucketful of gold.

We were very tired, we were very merry —
We had gone back and forth all night on the ferry.
We hailed, "Good morrow, mother!" to a shawl-covered head,
And bought a morning paper, which neither of us read;
And she wept, "God bless you!" for the apples and the pears,
And we gave her all our money but our subway fares.

Edna St. Vincent Millay

THE WIND
by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
        O wind, a-blowing all day long,
        O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
        O wind, a-blowing all day long,
        O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
        O wind, a-blowing all day long,
        O wind, that sings so loud a song!

BOSTON BOYS

WHAT! you want to hear a story all about the old-time glory,
When your grandsires fought for freedom against the British crown;
When King George's redcoats mustered all their forces, to be flustered
By our Yankee raw recruits, from each village and each town;

. . .

So I tell you now the story all about that old-time glory,
As my father's father told it long and long ago to me;
How they met and had it out there, what he called their bloodless bout there;
How he felt. — What! was he there, then? — Why, the *leader*, that was he!

Nora Perry

NEW SCHOOL NEEDED

I. Structural deterioration of existing Wilson High School building

- A. Damaged roof covering and rotting roof timbers
  - 1. Three major leaks during last year
  - 2. Dust problem caused by termite damage
- B. Crumbling stairwells and broken handrails
- C. Insufficient fireproofing and safety protection
  - 1. Four fires during last year
  - 2. Denial of safety rating by city fire marshal
    - a. Antiquated sprinkler system
      - (1) Not enough outlets
      - (2) Not enough water pressure for sustained operation
    - b. Inadequate electrical wiring
    - c. Insufficient fire-escape routes for current enrollment

II. Inadequate education plan for current and projected enrollment at WHS

- A. Shortage of physical space
  - 1. No laboratory facilities for science students
  - 2. Lounges and closet areas currently used for classrooms
    - a. All tenth grade English classes
    - b. Three eleventh grade French classes
    - c. Two twelfth grade hygiene classes
  - 3. No gymnasium or locker-room facilities
- B. Shortage of equipment
  - 1. No ranges or ovens for home economics students

2. No lights or bleachers on outdoor playing field

3. No spare athletic uniforms

C. Shortage of money

1. For new programs

a. Cancellation of planned state workshop in teacher education

b. Curtailment of new art program

(1) No money for supplies for sculpture students

(2) No money for demonstration lectures by local artists

2. For teachers

a. No money for much-needed additional general science teacher

b. No salary raises for WHS teachers in three years

CPR

Cardiopulmonary resuscitation (CPR) is one of the most important of all emergency medical procedures. If a person's heart and breathing have stopped, CPR is essential to maintain circulation and avoid brain damage, which usually begins in 4 to 6 minutes after cardiopulmonary arrest.

- *Make sure the person is truly unconscious.* Shout and tap victim on chest, or shake shoulders gently.
- *Call for help.*
- *Position the victim for CPR.* Place victim flat on back on firm surface.
- *Open the airway.* Place one of your palms across the victim's forehead. Using your other hand, lift the chin up and forward. At the same time, gently push down on the forehead. The chin should be lifted so that the teeth are brought almost together but the mouth is slightly open.
- *Check for breathing.* Place your cheek next to the victim's nose and mouth to feel air being expelled. If there are no signs of breathing, reposition the victim as described in the step above.
- *Begin mouth-to-mouth breathing.* Pinch victim's nostrils together. Take a deep breath and place your open mouth completely over the victim's mouth. Exhale completely into the person's mouth. Repeat 4 times.
- *Check for pulse.* Put two fingers into the groove between the Adam's apple and the neck muscle on the side next to you. Keep trying for 5 or 10 seconds.

If there is no pulse, begin chest compressions. The effect of the compressions is to squeeze the heart between the breastbone and the backbone.

- Kneel next to victim's chest.
- Place your hands, one hand over the other, at tip of victim's breastbone.
- Lock your elbows, shift your weight forward. Bear down on victim's chest, compressing in 1.5 to 2 inches.
- Compress for a half a second. Relax for half second. Compress. Relax. As you compress and relax, count "1 and 2 and 3 and 4 and 5."
- Do 15 compressions by counting to 5 three times.

- Stop compressions. Pinch nostrils, administer 2 strong breaths into victim's mouth.
- Resume compressions — do 15 more.
- Do 4 cycles of compressions and mouth-to-mouth breathing.
- Check for pulse and breathing.
- Continue until help arrives or victim revives.

If you are not trained in CPR, then provide hands-only CPR. That means uninterrupted chest presses of about two per second until paramedics arrive. You do not need to try rescue breathing.

THE FRIDAY POETRY GROUP

Harriet's yearning

Once a week for the past thirteen years the six members of *The Friday Poetry Group* had met in the back room of Harriet Fisher's Gift Shop. Harriet fancied herself a patron of the arts and made sure that all of the ladies of her church committee and sewing circle were aware of her generosity.

The members were all enthusiastic poetry readers and hopeful poetry writers. Each week the group would gather to discuss a new book of poems, and one member would recite an original verse. Their sessions always ended with a "group reading." They usually chose an old and cherished classic that they would read aloud, each person reading a stanza.

This evening the group had agreed to read John Townsend Trowbridge's *Story of the "Barefoot Boy."* Old Mr. Reeves took the first stanza, coughing and clearing his throat before reciting in a deep resonant voice, "On Haverhill's pleasant hills there played,/ Some sixty years ago,/ In turned-up trousers, tattered hat,/ Patches and freckles, and all that,/ The Barefoot Boy we know."

When Lillian Sweeny started to read the second stanza her face got very red and her voice quivered. As much as she loved poetry, she hated to speak in public. "He roamed his berry-fields content;/ But while, from bush and brier/ The nimble feet got many a scratch,/ His wit, beneath its homely thatch,/ Aspired to something higher."

Harriet, somewhat disgruntled at having never been asked to join the group, hovered quietly on the other side of the door.

[Braille the following recipe according to the suggested guidelines given in section 18.5. Remember that these are only guidelines, not Code rules. Other agencies may use a different format.]

PECAN CHICKEN SALAD

serves 8

3 lbs. chicken breasts

3 cups chicken broth (approx.)

1 lb. seedless green grapes

1½ cups pecan halves

1 cup diced celery

½ cup chopped fresh dill

½ cup chopped green onions

1½ cups sour cream

1½ cups low fat mayonnaise

½ teas. salt

½ teas. pepper

lettuce

Preheat oven to 350°F. Arrange the chicken pieces in a single layer in a 9"x13"x2" pan. Bring the chicken broth to a boil. Pour broth into pan so the chicken is just covered. Cover with foil and bake until cooked through, about 30 minutes. Cool and discard broth.

Shred chicken into bite-size pieces. Combine chicken, grapes, pecans, celery, dill, and onions.

In a separate bowl, combine the sour cream, mayonnaise, salt and pepper. Mix into chicken mixture. Chill, covered, for at least 2 hours before serving. Serve on a bed of lettuce.

[This lesson last updated April 17, 2017]

Lesson 19

Braille Book Format, More on Translation Software, More Braille Symbols and Other Information

19.1 Braille Book Format in General

The layout of a braille book should follow that of the print book as closely as possible.

- Note: The instructions that follow assume the use of a running head, as required by some braille production agencies.

19.1a Volume Size and Division

The ideal place for a volume division is at the end of a chapter or other unit of the text. When this is not possible, division should be made at a point where there is a logical break in context or thought. Do not divide in the middle of a paragraph, no matter how long that paragraph may be.

Agencies have varying requirements for volume size, often depending upon the reading level of the material produced. Another primary factor in determining appropriate volume size is whether the braille will be produced on only one side of each sheet of braille paper (*single-sided*), or on both the front and back of each sheet (*interpoint*). Braille transcribed for purposes of this course is to be single-sided, but interpoint braille is also commonly used. Review Appendix E of *Braille Formats* to learn more about guidelines for interpoint braille production.

The optimal size of a single-sided braille volume is one hundred pages, but may vary between approximately ninety and one hundred and ten pages (a page, in this instance, refers to an actual piece of paper, not to braille page numbers). If the total number of pages exceeds a hundred and fifteen, divide the book into two volumes. Because of the bulk of a braille volume, division should always favor smaller volumes. The variation between any two volumes in the same book should not exceed fifteen pages. Remember to include the preliminary pages in the count.

To determine in advance the number and length of braille volumes, use the following formula:

a) Braille 50 full pages of braille. Include preliminary pages in this count only if they are full, or nearly so.
b) 50 braille pages equal _____ print pages.
c) The total number of print pages in the book is _____.
d) Divide the total number of print pages by the answer in line (b). This will determine the number of braille half-volumes.

e) For an estimate of the number of full braille volumes, divide the answer in (d) by 2.

19.1b Book Broken into Units

Whenever print uses an entire page for a unit heading (such as *Part I*), omit this page in braille and use combined page numbering. (See 17.1e.) Such a heading should be centered and separated by a blank line from other headings or text that precede and/or follow it. Follow print capitalization. Ignore special typefaces when an entire heading is printed in italics or small capitals. Use typeform indicators for a word, or words, within a heading that is in a different typeface.

If an epigraph (see 19.2b(3) below) is printed on the same page as a unit or chapter title, place it before or after the title, as it appears in print, preceded and followed by a blank line.

19.1c Chapter Titles

Chapter titles are treated as centered headings. Follow print for capitalization and roman or arabic numerals. Use typeform indicators only if emphasis or distinction is required, such as for an italicized word within the title.

A long title should be divided at a logical location and brailled, centered, on consecutive lines. At least three blank cells must be left at the beginning and ending of each line. If a chapter heading consists of both a number and a title, both should be placed on one braille line if space permits. When placed on one line, the chapter number comes first followed by a space and the title—regardless of print placement. Formatting must be consistent throughout a book. Start the first chapter of a book on a new braille page.

Example:

[Assume that the following example is the first page of text without any prior implied page numbers, and that in print "Part I" is on a page by itself.]

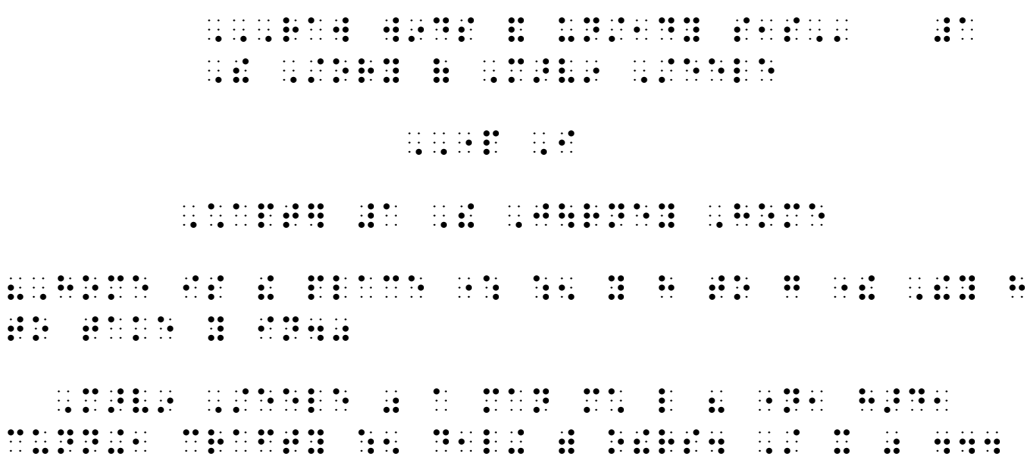
PART I

RAW WINDS AND UNSTEADY SEAS
The Story of Marvin Steele

Chapter 1
THE JOURNEY HOME

"Home is the place where when you have to go there They have to take you in."

Marvin Steele was a man much like his name, hard, cunning, crafty when dealing with others. Still it was . . .



When following chapters end in the middle of a braille page, the next chapter should start on that same page so long as there is room for the chapter heading with its preceding and following blank lines and *at least one line* of braille text. When a new chapter starts at the top of a braille page, a blank line is left between the running head and the chapter heading.

When a braille volume ends in the middle of a chapter, the first page of text in the following volume should carry, first, the full title of the book (no running head), followed by a blank line and the centered chapter heading followed by the word **(cont.)**.

19.1d Illustrations: maps, pictures, diagrams, etc. [*BF* §6.2]

Illustrations that add information to the text are either represented in braille as tactile graphics or described in a transcriber's note. In general,

an illustration needs to be described only when the caption does not adequately explain it. Tactile graphics should be undertaken only after thoroughly studying *Guidelines and Standards for Tactile Graphics, 2010.*

Ignore pictures on the front of a book or other pictures not related to the text. Their omission need not be noted.

19.1d(1) Captions. All captions, along with any associated copyright information (see *BF* §6.2.1.a.) should be incorporated into the braille text at an appropriate point. Starting in cell 7, braille the relevant word (Picture caption, Map, etc.) enclosed in transcriber's note indicators. Following on the same line, braille the caption. Runover lines start in cell 5. Do not leave a blank line before or after the caption unless required by other formats, such as those for headings.

19.1d(2) Descriptions. Enclose descriptions of illustrations in transcriber's note indicators so that the reader will realize that these are words that do not occur in print. Use 7-5 margins and do not leave blank lines either before or after. Use vocabulary suitable to the reader's age group.

Braille the caption first when, in order to understand the text, an illustration that has a caption needs to be described. Do not leave a blank line between the caption and the description.

19.1e Blank lines and breaks in text. [*BF* Appendix C]

Leave only one blank line in braille when in print one or more blank lines are used to indicate a break in thought or a change of time or place. If, in braille, there is not room on the page for such a blank line and one line of continuing text, leave line 25 blank. On the next page, start the text on line 3 — leaving the line following the running head blank.

If a series of dots, stars, or other symbols, is used in print to indicate a break in text, these symbols should be represented in braille by three asterisks separated from each other by a blank cell and centered on the braille line, ("⠔ ⠔ ⠔). Do not leave a blank line either before or after the line containing the series of asterisks. If a line containing such asterisks occurs on line 25 of the braille page, it is not necessary to leave a blank line at the top of the next page.

19.1f Paragraphs.

In general, follow print for paragraph formatting. Use 3-1 margins for indented paragraphs, and do not leave blank lines between them.

Paragraphs that are blocked in print use 1–1 margins and blank

lines are left between them. There is no need to leave a blank line following a blocked paragraph when it is followed by an indented paragraph.

When an entire text is printed in blocked paragraphs, use regular indented paragraphs (3-1) in braille. State this change in format on the Transcriber's Notes page.

19.1g Order of pages in braille volume.

The order of pages in a braille volume should be as follows:

- Print copy of braille title page
- Front matter
  - "t" (transcriber generated) pages:
    - title page
    - secondary title page, if needed
    - special symbols page
    - transcriber's notes page
  - "p" (preliminary) pages:
    - cover/jacket material
    - print preliminary pages in the order in which they occur in print
- Body matter (text pages)
- End matter

19.2 Front matter [*BF* §2]

19.2a Transcriber-generated pages.

Every braille volume begins with a title page created by the transcriber that lists the title, author, copyright and publishing information, transcriber's name and association, total number of braille volumes, and the number of print and braille pages in the current volume. A Special Symbols page and a Transcriber's Notes page are also transcriber generated.

Page numbers: Braille page numbers for transcriber-generated pages are placed at the end of line 25 and are preceded by the letter *t*. Do not use a grade 1 indicator (⠼, ⠼). This tells the reader that these are pages that do not occur in print. There are no print page numbers on line 1.

19.2a(1) Braille title page.

The first page of every braille volume is a <u>print copy</u> of the braille title page.

The second page is the braille title page and it is numbered *t1*. The print title page and the copyright page (which is usually on the back of

the title page and contains cataloging, copyright, publishing history, and other publication data) are not reproduced in braille. Instead, information for the braille title page is gleaned from those pages.

The information needed on the braille title page is grouped into five segments separated by one or more blank lines. Distribute the blank lines as evenly as possible. List the following information in the following order:

1
book title (on line 1)
subtitle (if any)
series name (if any)

[blank line(s)]

2
author(s)

[blank line(s)]

3
publisher's name
publisher's first or principal address (city and state only)
publisher's website (if listed in print)
copyright year and holder
reproduction notice
ISBN
printing history

[blank line(s)]

4
year and base code of braille transcription and name of transcriber
Organization affiliation
Address of organization or transcriber (city and state only)

[blank line(s)]

5
total number of braille volumes
number of the particular volume
inclusive braille pages
inclusive print pages (on line 25)

The title of the book is always listed on line 1 and the print page numbers on line 25.

Braille the title page as a list using 1-3 margins. Follow print capitalization for the title, subtitle, author's and publisher's names.

Usually all of the above mentioned items can be listed on one braille page. Following are two model title pages, formatted as they should appear in braille that illustrate the form *required for trial manuscripts by the Library of Congress;* other agencies may have different requirements.

The first example shows a book with a subtitle and a series name, two authors, the word *by* before the authors' names because it appears in print, a copyright holder different from the publisher, and is in ten volumes—thus requiring many more lines than the second example. If there is more information than can fit on one page, as in the first example, follow the guidelines as stated in *BF* §2.4.

CROSSING OVER TO THE GOLDEN LAND –
CALIFORNIA
Traversing the Donner Pass
New World Series

By BRET WOLTHAN and SUSAN FIELDS

Published by Melbourn and Trimble, Inc.
New York
www.melbourntrimble.com
© Copyright 1995 by Bret Wolthan and
Susan Fields
Further reproduction or distribution in other than
a specialized format is prohibited.
Transcription of ISBN: 0-7987-4411-8

Transcribed 2016 into Unified English
Braille by Harry Hiram
Volunteer Braille Services
New York, NY

In 10 Volumes
Volume 2
Braille pages t1-t4, p1-p3 and 83-164
Print pages i-iv and 35-65 t1

Time of Terror

Steven Logan

Published by John H. Towsend & Sons,
Inc.
Fredericksville, Ohio
Copyright© 1990 by Steven Logan
Further reproduction or distribution in other than
a specialized format is prohibited.
Transcription of ISBN 0-19-569876-4
Printing history: 97 98 6 5 4 3 2 1

Transcribed 2016 into Unified English
Braille by Harry Hiram
Volunteer Braille Services
New York, New York

In 1 Volume
Braille pages t1-t4, p1-p6 and 1-79
Print pages i-iv and 1-35 19 t1

[26 lines in first example]

[The brailled versions of the two title pages shown above can be found at the back of *Drills Reproduced in Braille.*]

19.2a(1)[a] ***Title and subtitle (title page).*** The title and subtitle should be brailled on consecutive lines. Follow print for capitalization. If a title is too long to fit on the first line of the braille page, it should be divided, as evenly as possible, between two or more lines. Make the division at a logical point in the title. If the book is one of a series, place the series name on the line immediately following the title or subtitle.

19.2a(1)[b] ***Authors (title page).*** If a book has two or more authors, and if there is room, braille the name of each author on consecutive lines. Follow print capitalization. If a title page is very full, authors' names can be separated by commas and placed on the same line. If space will not permit the listing of all the authors on the title page, see *BF* §2.3.5 and 2.4.

Even if a book is an autobiography, the name of the author is placed on the title page. The word *by* before the author's name is used in braille only if it appears in print.

Names of print illustrators or photographers are not included on a braille title page.

19.2a(1)[c] ***Publisher (title page).*** Braille the words **Published by** followed by the name of the publisher. On the next line, braille the first or principal city listed, along with the state if one is given in print. Follow print if the state is spelled out or if the state's postal code is used.

19.2a(1)[d] ***Publisher's Web site (title page).*** When a publisher's URL is printed in the front matter or on the cover of the book, include it on the braille title page. Example:

www.smithpublishing.com ⠺⠺⠺⠲⠎⠍⠊⠹⠏⠥⠃⠇⠊⠩⠬⠲⠉⠕⠍

19.2a(1)[e] ***Copyright (title page).*** List only the latest copyright date on the title page. If there is no copyright date, substitute the word *Printed* for *Copyright,* followed by the latest printing date. Do not add information that is not in print.

The copyright holder is always given on the title page—even when the publisher holds the copyright. Ignore expressions of reservation of rights such as *All rights reserved.*

If the copyright symbol (©) occurs on the print title page use the braille symbol (⠘⠉), placed and spaced as in print. Follow print if both the word and the symbol are shown.

19.2a(1)[f] ***Reproduction notice (title page).*** Permission to transcribe a book into braille is not required from the publisher or copyright holder so long as the transcriber is working under the auspices of an "authorized entity." An authorized entity is any nonprofit organization or governmental agency having a primary mission to provide specialized services to persons with visual impairments. When permission is not sought, the following statement must appear on the braille title page following the copyright information:

Further reproduction or distribution in other than a specialized format is prohibited*.*

This statement must appear on the title page of the trial manuscript since students enrolled in this course are working under the auspices of the National Library Service.

19.2a(1)[g] ***ISBN (title page).*** When shown in print, the ISBN (International Standard Book Number), the SBN (Standard Book Number), or the ISSN (International Standard Serial Number), is placed on the line immediately following the copyright and reproduction notices preceded by the words **Transcription of**. Follow print punctuation.

Example: Transcription of ISBN: 0-4583-6578-8

Include both the 10- and 13-digit ISBNs on the braille title page if they occur in print. Braille the numbers on consecutive lines. Example:

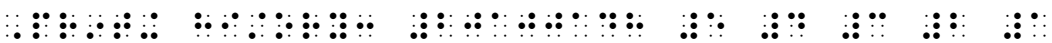
Transcription of
ISBN-10: 0-4583-6578-8
ISBN-13: 654-0-4583-6578-8

19.2a(1)(h) **<u>Printing history.</u>** When it is possible to identify the numbers that represent the printing history of a book place them on the braille title page, or a supplemental title page if there is not room on the title page. This is a string of numbers located on the copyright page that usually starts with the year of the original publication followed by numbers representing different printings or editions.

Do not confuse the printing history numbers with the cataloging numbers for the Library of Congress, which start with a capitalized letter, or the Dewey Decimal cataloging numbers that start with a number containing a decimal.

Note that the printing history is a series of separate numbers, not one complete number, and therefore should not be brailled with numeric spaces. Follow print for spacing, preceding the numbers with the words "Printing history." Example:

20100148 5 4 3 2 1



19.2a(1)[i] ***<u>Transcriber's group affiliation (title page).</u>*** List the year that the transcription was completed, the base code used for the transcription, and the transcriber's name. On the next line, braille the name of the group for whom the transcriber works or from whom the transcriber received the braille assignment. On the following line, list the city and state of the group (or that of the transcriber if there is no group affiliation).

State abbreviations. Use the two-letter postal state abbreviations in this section.

- Note: Since the adoption of Unified English Braille occurred only a few years ago, numerous transcriptions in the older code are still in existence. Additionally, long-time readers, transcribers, and educators are in some cases still in varying stages of transitioning to the update. Inclusion of the base code of the transcription on the title page helps to clarify the distinction between the two types of braille materials. For students in this course learning UEB, the title page should always include "Transcribed [year] into Unified English Braille by [transcriber's name]."

19.2a(1)[j] ***<u>Volume information (title page).</u>*** Use arabic numbers to indicate the number of a particular volume and the number of volumes in

the book. When a book consists of only one braille volume, use the words **In 1 Volume** (instead of "Volume 1").

19.2a(1)[k] ***Braille page information (title page).*** All of the pages in a braille volume are to be accounted for on the title page. Transcriber-generated braille page numbers are preceded by *t*. Print front matter braille page numbers are preceded by *p*. For example, if a volume has a title page, a special symbols page, a dedication, a one-page table of contents, and the first seventy pages of text, the line on the title page should read: Braille pages t1-t2, p1-p2, and 1-70

Of course, these page numbers cannot be filled in until the volume is completed and the number of braille pages is known.

19.2a(1)[l] ***Print page information (title page).*** Braille the number of the print pages, both preliminary and text pages, contained in the volume on line 25. Include continuation letters if appropriate. Example:

Print pages i-v and 1-b48

19.2a(2) Special Symbols Page [*BF* §2.5]

The Special Symbols page is located following the title page. When the symbols in the following list are used throughout a volume, they are listed on a Special Symbols page; however, if these symbols are used only one time, or rarely, in a volume, they should be explained in a transcriber's note in the text [see *BF* §3.3]. Some of the following symbols will be discussed later in this lesson. A list of symbols that are required to be included on a Special Symbols page appears in Appendix G of *Braille Formats 2016.*

- Dot locator for "mention" (this symbol should be first in the list and should not be preceded by another dot locator)
- Typeform indicators
- Modifiers
- Transcriber-defined symbols and indicators of any kind (include an indication that they are transcriber-defined)
- Shape indicators
- Braille grouping indicators
- Superscript and subscript indicators
- Line mode indicators
- Code switch indicators
- Symbols of enclosure (parentheses, braces, brackets, angle brackets)
- Symbols used for poetic scansion
- Music symbols
- Foreign language symbols

- Math symbols
- Currency symbols
- Arrow symbols
- Ratio and proportion
- Prime and double prime
- Nondirectional double quote
- At sign
- Tilde
- Trademark and registered trademark

The following symbols were changed with the adoption of Unified English Braille and therefore may be relatively new to the braille reader. They should generally also be included on the Special Symbols page; they are required on the Special Symbols page in this lesson and in the trial manuscript.

- Transcriber's note indicators
- Capitalized passage indicator
- Capitals mode terminator
- Grade 1 indicators
- Asterisk
- Dash
- Ellipsis
- Percent sign
- Low line (underscore)
- Single closing quotation mark
- Period, dot, or decimal [only when used as a dot or decimal]

Follow these steps when preparing a Special Symbols page:

[a] Begin a new braille page and center the heading SPECIAL SYMBOLS USED IN THIS VOLUME on lines 3 and 4, followed by a blank line.

[b] List the symbols in *braille order.* All of the braille symbols are listed in braille order in Appendix 3 of the *Rules of Unified English Braille* and in Appendix G of *Braille Formats 2016.* The transcriber can use these tools to determine the order of symbols, but here is a brief explanation of braille order (discussed in more detail in UEB §1.1.2):

The 63 braille dot combinations are arranged in seven lines, as follows:

Line 1: ⠁ ⠃ ⠉ ⠙ ⠑ ⠋ ⠛ ⠓ ⠊ ⠚
Line 2: ⠅ ⠇ ⠍ ⠝ ⠕ ⠏ ⠟ ⠗ ⠎ ⠞
Line 3: ⠥ ⠧ ⠭ ⠽ ⠵ ⠯ ⠿ ⠷ ⠮ ⠾
Line 4: ⠡ ⠣ ⠩ ⠹ ⠱ ⠫ ⠻ ⠳ ⠪ ⠺
Line 5: ⠂ ⠆ ⠒ ⠲ ⠢ ⠖ ⠶ ⠦ ⠔ ⠴
Line 6: ⠌ ⠬ ⠼ ⠜ ⠄ ⠤
Line 7: ⠈ ⠘ ⠸ ⠐ ⠨ ⠰ ⠠

All of the symbols in the first six lines (except dots 3456) are known as "roots." Dots 3456 (⠼) and all of the characters on line 7 are known as "prefixes". The prefixes are used to begin symbols that occupy more than one braille cell. In braille order, all of the symbols that start with a given prefix are listed together, in order of their roots according to the arrangement of lines 1-6. For example, the at sign (⠈⠁) in braille order would be followed by the cent sign (⠈⠉), then the euro sign (⠈⠑), the franc sign (⠈⠋) and so on. Presenting the symbols in braille order, grouped by their prefixes, allows for easier location by the braille reader of the meaning of an unfamiliar symbol in the special symbols list.

[c] Using the list format (1-3), braille each symbol preceded by the *dot locator for "mention"* (⠨⠿) and followed by a space and its meaning or name. The first word of the meaning or name should begin with a capital letter.

[d] If more than one page is required, do not repeat the heading on subsequent pages.

Example: [The brailled version of the following Special Symbols page can be found at the back of *Drills Reproduced in Braille.*]

RUNNING HEAD

SPECIAL SYMBOLS USED
IN THIS VOLUME

⠨⠿ Dot locator for "mention"
⠨⠿⠶⠶ Double prime
⠨⠿⠔ Superscript indicator
⠨⠿⠈⠣ Open angle bracket
⠨⠿⠈⠔ Tilde
⠨⠿⠈⠼⠶ Strike-through passage indicator (transcriber-defined)
⠨⠿⠈⠼⠆ Strike-through terminator (transcriber-defined)
⠨⠿⠈⠜ Closing angle bracket
⠨⠿⠈⠨⠣ Opening transcriber's note indicator
⠨⠿⠈⠨⠜ Closing transcriber's note indicator
⠨⠿⠘⠚ Degree sign
⠨⠿⠘⠻ Tilde above following letter
⠨⠿⠘⠂ Boldface word indicator
⠨⠿⠘⠒ Dieresis (umlaut) above following letter
⠨⠿⠘⠶ Boldface passage indicator
⠨⠿⠘⠆ Boldface terminator
⠨⠿⠸⠂ Underlined word indicator
⠨⠿⠐ Line continuation indicator
⠨⠿⠐⠔ Asterisk
⠨⠿⠠⠆ Capitals terminator
⠨⠿⠠⠠⠠ Capitals passage indicator

19.2a(3) Transcriber's Notes Page [BF §2.6]

Whenever a special braille format or usage is required *throughout an entire work*, rather than interrupting the text with many transcribers' notes, a notation is made on a Transcriber's Notes page. This page is placed at the beginning of *each braille volume* following the Special Symbols page, if there is one.

Some situations that might be mentioned on a Transcriber's Notes page are a notice of the omission of illustrations that do not have captions, the explanation of the rearrangement of the print format in order to provide a clearer presentation of recipes or puzzles, or the omission of advertising copy. If only some maps, charts, etc., are

omitted from the braille version, note the omissions in a transcriber's note at the appropriate point in the text.

Follow these steps to prepare a Transcriber's Notes page:

- Beginning on a new braille page, center the heading **TRANSCRIBER'S NOTES** on line 3.
- Leave one blank line.
- List the notes in 3-1 paragraph format. Do not use transcriber's note indicators to enclose notes on a Transcriber's Notes page.

19.2b Preliminary pages

The transcriber-generated pages are followed by the print front matter. The cover and/or jacket material is brailled first followed by the preliminary pages, brailled in the same order as they appear in print.

Print preliminary pages, or front matter, contain pages that act as a guide to the text proper (body matter).

Page numbers: Follow print, using arabic or roman numerals, for preliminary pages that are numbered. Place the print page number at the right margin on line 1, preceded by three blank cells. Place the braille page number, preceded by the letter *p*, starting with *p1* (⠏⠁⠼), on line 25.

Occasionally a print book will not have page numbers on the first few preliminary pages. When print leaves several pages unnumbered and begins page numbering at an advanced number implying a count of the previous pages, braille the implied numbers on the appropriate pages—even though they are not present in print. Do not add page numbers to blank pages that have no implied number.

19.2b(1) Cover and jacket material

Place material found on the back of the dust jacket, on the jacket flaps, or on the inside of the book cover (summary of the story, a biographical sketch of the author, other books by the author, a biography, a family genealogy, etc.) at the beginning of the preliminary pages of the *first volume only*. If these items are short, place them on the same braille page separated by a blank line. If any one of them would take up more than half a braille page, start it on a new braille page.

Ignore advertising. Reviews and accolades by other authors and/or the media are not included in textbooks but may be included in novels and leisure reading, again, in the first volume only.

Ignore any direct quotations from the body of the story, whether on the cover or inside the front of the book, as well as any material meant only to be visually attractive.

19.2b(2) Dedications

When in print a dedication is printed on a page by itself, it should be brailled on its own page. Begin on line 3, and use standard paragraph format, or poetry format if needed. Do not braille the word *Dedication* as a title if it is not shown in print. Ignore special typefaces unless needed for emphasis or distinction.

19.2b(3) Epigraphs

An epigraph is a short introductory statement, often a quotation or motto placed at the beginning of a book, a book unit, or a chapter.

19.2b(3)[a] ***Epigraphs in preliminary pages.*** When an epigraph occurs among print preliminary pages, braille it in the order that it occurs in print preceded and followed by blank lines.

Use the appropriate braille format, either poetry (1-3 margins) or indented paragraph (3-1).

Retain quotation marks if shown in print, but do not note italics unless needed for emphasis or distinction.

19.2b(3)[b] ***Epigraphs at beginning of body matter.*** Epigraphs that occur before a title at the beginning of the body matter are regarded as text pages and should be given body matter page numbering, not preliminary page numbers.

If an epigraph is printed on the same page as a unit or chapter number and/or title, place it as it appears in print, preceded and followed by a blank line.

19.2b(4) Contents page

When a print book has a contents page, braille the entire table of contents at the beginning of the first braille volume only. Each subsequent volume then includes only that portion of the print contents that is contained in that particular braille volume.

Do not create a contents page for a book that does not have one. Do not add items to the contents page that do not appear in print. It is permissible for a transcriber to create a table of contents for informal materials such as extensive menus, meeting documents, etc.

19.2b(4)[a] ***Capitalization.*** Follow print for capitalization and roman or arabic numerals.

19.2b(4)[b] ***Emphasis.*** Do not use typeform indicators for print italics or other attributes except where needed for emphasis or distinction. Use normal line spacing, even if the print table of contents is double-spaced.

19.2b(4)[c] ***Omissions.*** When the print contents page includes maps, diagrams, etc., that have not been included in the braille edition, omit them from the braille contents page. List these omissions on the Transcriber's Notes page.

19.2b(4)[d] ***Rearrangements.*** If material that is listed on the print contents page has been rearranged in the braille text, the braille table of contents must reflect the new arrangement. For proper listing of rearranged sections on the contents pages consult *Braille Formats* §2.

19.2b(4)[e] **Heading.** Follow print for the heading. Do not add a heading in braille when there is no heading in print.

Center **Volume 1** (enclosed in transcriber's note indicators) on the line preceding the beginning of the contents in the first volume. (When a braille edition consists of only one volume, eliminate this line.) Throughout the rest of the table of contents, leave a blank line before the volume number, but not after it.

If each main entry begins with the word Chapter, or a similar term, omit it from the individual entries and place it at the left margin on the line immediately above the beginning of the main entries.

If more than one braille page is required for the contents, do not repeat any of the headings (such as *Chapter* or the volume number) that were used on the first page. Do not leave a blank line between the running head and the continuing contents items.

19.2b(4)[f] ***Entries.*** Guide dots (see below) connect the content entries, i.e., chapter titles, etc., which are placed at the left margin, to their page numbers on the right margin. Use the nested list format for the entries starting each main entry in cell 1 (see 18.2d above, and *BF*2.10.6 and *BF*8.5). To avoid confusion with page numbers, do not use lines 1 or 25 for content entries.

If there is not room for one blank cell between the end of an entry and the page number, continue the entry on the following line(s). Place the guide dots (if used) and page number at the end of the line on which the heading *ends*.

Leave at least six blank cells at the end of every line that does not end in a page number.

19.2b(4)[g] ***Guide dots.*** A series of guide dots (dot 5) preceded and followed by a blank cell connect the entry to its page number. If there is not room between the end of the entry and the page number for at least 2 guide dots with the preceding and following blank cells, do not use any guide dots.

19.2b(4)[h] ***Page numbers.*** Page numbers follow print. If an entry starts on a continued page, e.g., *c54,* do not include the continuation letter on the contents page.

19.2b(4)[i] ***Blank lines.*** Blank lines separate the front, body and end matter. Blank lines also precede the centered volume numbers but do not follow them.

19.2b(4)[j] ***Volume breaks.*** If it is necessary to end a volume within a chapter, when listing the contents for the next volume repeat the continuing chapter heading followed by the word **(cont.)**.

Following is a typical contents page. For complex contents pages see *Braille Formats* §2.10.

FOREWORD ..... *iii*
PREFACE ..... *vi*

Chapter I. Where Am I? 3

Chapter II. Is This Really Kansas? 22

Chapter III. The Last Great Days On the Prairie ... 48

Chapter IV. Never Again! 74

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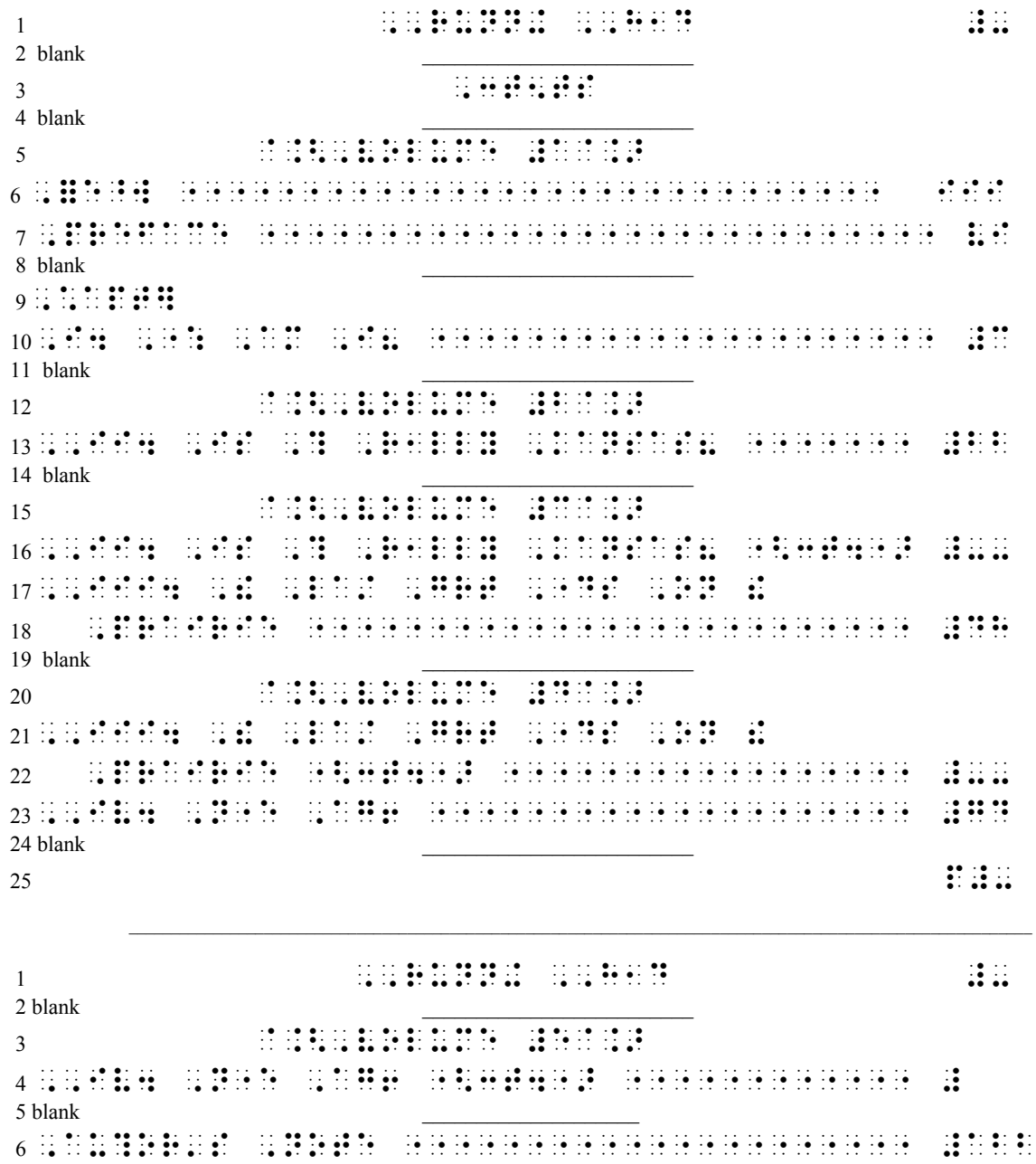
19.2b(5) Contents page for the first volume of a multivolume braille edition. Following is the same contents page as it would appear in braille in the first braille volume. <u>Note the position of the blank lines</u> and that a blank line is left between the front matter and the beginning of the body matter.



19.2b(6) Contents page for succeeding volumes. List only the print pages occurring in each braille volume. Show volume numbers in the first volume only. Do not include the volume number on the content pages of succeeding volumes.

If a succeeding braille volume starts in the middle of a chapter repeat the headings, centering them as you did in the first volume. Do not use **(cont.)** with the headings. Do insert **(cont.)** following the first entry to indicate that the section is continuing from the preceding volume.

19.2b(7) Other front matter. Braille other material occurring at the beginning of a book, such as a list of other books by the author, a preface, prologue, foreword, author's notes, or introduction, in the order in which they occur in print, each one starting a new braille page. Place them in the first volume only unless they contain information needed throughout the braille edition.

Accolades (see 19.2b(1)) and short reviews of the book are brailled in paragraph format with a blank line between each and placed in the *first volume only*.

If more than three braille pages will be needed to braille all of the reviews, it is suggested that they be placed at the end of the last volume. In this case continue the running braille page numbers to the end of the volume. Place the words **The End**, enclosed in transcriber's note indicators, at the end of the last page of the last volume (see 19.4c). When such comments are relocated to the end of the last volume, note this rearrangement on the Transcriber's Notes page.

Braille only the comments about the book being transcribed—ignore advertisements for other books.

19.2b(8) Disclaimer. If a book contains a statement that the characters and/or places in the story are purely fictional, include this statement in the braille version at the beginning of the preliminary pages, in the *first volume only*. If there is room, the disclaimer can be placed on the same page as the cover/jacket material or the reviews, separated from them by a blank line.

19.2b(9) Acknowledgment of materials borrowed. When material is included in the braille version that has been borrowed from another source (such as song lyrics or poetry), and the publisher credits the source, then it is also credited in braille. Those acknowledgments that refer to maps, pictures, and other materials that have been omitted from the braille transcription should not be mentioned.

19.3 Body Matter

19.3a First page of text – how to tell. If there is a table of contents, regard the first item listed as the first page of the body matter and begin numbering that section with braille page 1 (⠼⠁). Body matter pages begin with braille page 1 in each volume.

If there is no table of contents, start braille page numbering with

the introduction or prologue (if there is one), which is an integral part of the text proper that is often used to introduce characters or to pique the reader's interest.

Start the first chapter of a book on a new braille page.

19.3b Full title on first page. When an agency requires a running head, *there are only two pages in a braille volume that do not carry the running head—the title page and the first page of text.*

In every braille volume, starting on a new braille page, instead of a running head on the first page of text, place the complete book title, subtitle (if any), and series name (if any). Follow print capitalization as you did on the title page. The unabbreviated book title is centered on the first line or lines. If the book has a subtitle, place it on the next line. Leave at least three blank cells at the beginning and end of each line, and at least three blank cells between the end of the first line and the page number. Leave a blank line between the complete title and any heading or text that follows.

19.4 End Matter

19.4a Appendixes, Glossaries, Bibliographies, Indexes, etc. When such items are shown in print they should be reproduced in braille unless the sponsoring agency directs otherwise. Begin each one on a new braille page with the heading as shown in print centered on the third line. Leave a blank line to separate the heading from the following text. Braille alphabetical listings using the nested list format.

Consult *Braille Formats 2016* for more formats used in end matter material.

19.4b Author's Notes, Acknowledgments. Follow print for placement, starting each on a new braille page. If there is no heading in print, do not add one in braille.

19.4c End-of-Volume and End-of-Book Indication. Indication of the volume ending should appear on the last page of the volume whether that page contains text, an author's notes, acknowledgments, index, or any other material. Center and enclose in transcriber's note indicators the words **End of Volume** followed by the appropriate volume number (such as **End of Volume 4**) below the last line of braille on the last page of each volume except the final one. In the final volume, use only the words **The End**.

Whenever possible, one blank line should precede the end-of-volume indication. However, if a volume ends on line 24 of the page, use line 25 for this purpose. When a volume ends on line 25, the end-of-volume

indicator may be placed on that line so long as there is room for three blank cells between the end of the text and the end-of-volume indicator. If this is not possible, carry the last line of braille text over to another page.

19.5 More on Translation Software

Most braille translation programs make it possible to mark up preliminary pages so that they include the proper braille page numbers at the bottom for transcriber-generated, preliminary, or text pages. Items within a contents page can be marked in a "contents" style so that they are indented properly and so that six blank cells are left at the end of every line that does not contain a page number. Page numbers within the contents can be marked with a "guide dots" style so that when the material is translated into braille, the proper number of guide dots are inserted to place the page number at the righthand margin. Text on lines 1 and 25 of the contents page can be automatically suppressed to leave room for the print and braille page numbers.

Consult your software's documentation for how to implement these and other time-saving features. As emphasized throughout, it is crucial that you check the results carefully to ensure that they are as intended. Incorrect formatting can cause significant difficulties for the reader.

19.6 More Braille Symbols and Other Information

19.6a Additional Symbols.

Here are a few additional symbols that may be encountered in general reading material, followed by the section of the Rules of Unified English Braille where rules and examples are given. Note that a comprehensive listing of all symbols in the braille code (some of which have not been covered in this instruction manual) can be found in Appendix 3 of the *Rules of Unified English Braille, Second edition 2013.*

Print symbol	Braille	Meaning	UEB §
^	⠈⠢	Caret	3.6
ŋ	⠘⠝	Eng	4.4
♀	⠘⠭	Female (Venus) sign	3.16
♂	⠘⠽	Male (Mars) sign	3.16
\	⠸⠡	Reverse solidus (backslash) _*	7.1, 10.12.3
ə	⠸⠢	Schwa	
{	⠸⠣	Opening curly bracket (brace bracket)	7
}	⠸⠜	Closing curly bracket (brace bracket)	7
(none)	⠸⠩	Opening Nemeth code indicator	14.6

Shapes (preceeded by a grade 1 indicator in contracted braille) [UEB §11.7]:

Print symbol	Braille	Meaning
▼	⠫⠼⠉	Regular (equilateral) triangle
■	⠫⠼⠙	Square
●	⠫⠿	Circle

Arrows (preceded by a grade 1 indicator in contracted braille) UEB §3.2]

Print symbol	Braille	Meaning
→	⠳⠕	Simple right pointing arrow (east)
↓	⠳⠩	Simple down pointing arrow (south)
←	⠳⠪	Simple left pointing arrow (west)
↑	⠳⠬	Simple up pointing arrow (north)

Seven transcriber defined print symbols [UEB §3.26]

⠹ ⠼⠹ ⠈⠼⠹ ⠘⠼⠹ ⠸⠼⠹ ⠐⠼⠹ ⠨⠼⠹

Note: The first transcriber-defined print symbol must be preceded by a grade 1 indicator when in contracted braille.

Music Accidentals [UEB §3.18]:

Print symbol	Braille	Meaning
♮	⠼⠡	Natural
♭	⠼⠣	Flat
♯	⠼⠩	Sharp

Note: If the flat, sharp, and natural symbols occur within music notation, do not use the above symbols; rather, use the provisions of the Braille Music Code to transcribe them.

19.6b Additional Information

Attention is called to the following sections in the UEB rulebook which are not thoroughly discussed or tested in this course but of which the transcriber must be aware should the need to apply them arise, as it likely will for those who transcribe educational materials:

Computer Notation [UEB §11.10]
code switching [UEB §14]
Scansion, Stress, and Tone [UEB §15]
Line Mode [UEB §16]

19.6c Before Unified English Braille

Prior to the implementation of Unified English Braille in the United States, braille was produced according to the provisions of *English Braille, American Edition.* This version of the braille code included nine additional contractions, different dot formations for some of the punctuation and indicators, and different rules governing the use of contractions. Because much of the braille material currently in existence in the United States was produced according to the pre-UEB rules, the transcriber may find it useful to have some awareness of these differences, which are discussed in UEB §1.3.

EXERCISE

Note: If you have prepared all of your previous exercise transcriptions using a computer but have not embossed any to paper, it is strongly recommended that you emboss your transcription of the following exercise and proofread the paper version, in practice for preparing and submitting the certification manuscript discussed in Lesson 20. If you do not have access to a braille embosser, contact the National Federation of the Blind for assistance.

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as a portion of text from *The House: The History of the House of Representatives* by Robert V. Remini (Smithsonian Books, 2006).

Transcribe the material using a 40-cell braille line and a running head appropriate for this book (not LESSON 19). Use the print page numbers shown at the top of the simulated pages. Do not use the manual's dual (hyphenated) page numbers as you have in Lessons 17 and 18.

When preparing the title page, assume that this book will consist of 16 braille volumes. Volume 2 will begin with chapter 3; Volume 3 will begin with chapter 5; Volume 4 with Chapter 6; Volume 5 with Chapter 8; Volume 6 with Chapter 10; Volume 7 with Chapter 11; Volume 8 with Chapter 12; Volume 9 with Chapter 13; Volume 10 with Chapter 15; Volume 11 with Chapter 16; Volume 12 with Chapter 17; Volume 13 with Chapter 18; Volume 14 with the Epilogue; Volume 15 with the Notes; and Volume 16 with the index.

A Special Symbols page will be required for this transcription. There is no need for a Transcriber's Notes page.

You can tell by the print page numbers on the table of contents page that the brailled page numbers will require five cells and you should choose the running head accordingly.

Since this is only a portion of a book, do not use an end-of-volume or end-of-book indicator on the last page.

[This lesson last updated February 25, 2019]

THE

HOUSE

ALSO BY ROBERT REMINI

Joseph Smith
John Quincy Adams
Andrew Jackson and His Indian Wars
The University of Illinois at Chicago: A Pictorial History
The Battle of New Orleans
Daniel Webster: The Man and His Time
Henry Clay: Statesman for the Union
Andrew Jackson: A Bibliography
The Jacksonian Era
The Life of Andrew Jackson
The Legacy of Andrew Jackson: Essays on Democracy, Indian Removal and Slavery
Andrew Jackson and the Course of American Democracy, 1833-1845
Andrew Jackson and the Course of American Freedom, 1822-1833
The American People: A History, with Arthur S. Link, Stanley Coben, Douglas Greenberg and Robert McMath
The Era of Good Feelings and the Age of Jackson, 1816-1841
Andrew Jackson and the Course of American Empire, 1767-1821
The Revolutionary Age of Andrew Jackson
We the People: A History of the United States, with James I. Clark
Freedom's Frontiers: The Story of the American People, with James I. Clark
Andrew Jackson and the Bank War
Andrew Jackson
The Election of Andrew Jackson
Martin Van Buren and the Making of the Democratic Party

THE

HOUSE

The History of the House of Representatives

Robert V. Remini

The LIBRARY *of* CONGRESS
Smithsonian Books
Collins
An imprint of HarperCollinsPublishers

19-22

For my children:
Elizabeth, Joan and Bob

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Prologue

THE UNITED STATES House of Representatives is regarded by many as the finest deliberative body in human history. A grand conceit, to be sure. But one that is not far from the mark. It is an extraordinary instrument for legislating the will of the American people. Through an electoral process it regularly absorbs fresh blood and fresh ideas so that it can reflect popular needs and demands. Every one of its members from 1789 to the present—over ten thousand individuals!—has been elected. Not one has been appointed. It has been said many times that the United States House of Representatives is the " People' s House," and as such it has endured for more than two centuries.

Any history of this institution should begin with a reminder that many of the traditions and practices of the American system of government originated in Great Britain, a country ruled by a monarch and a two-house Parliament: the House of Lords and the House of Commons. As England expanded its empire into the New World in the seventeenth and eighteenth centuries and colonies of transplanted settlers were established, the king, or corporate or individual entrepreneurs who subsidized the colonization, appointed governors to represent their will and execute their instructions. To assist them in their responsibilities, these governors chose advisory councils of distinguished residents and over time allowed them to offer suggestions by which the colonies could be administered.

More particularly, in 1619, the stockholders of the company that maintained settlers in what was the colony of Virginia in North America

ordered the governor to summon two landowning representatives from each of the small settlements in the colony to meet in Jamestown. These representatives were told to provide advice only. Twenty-two men gathered in a tiny church and forthwith ignored the company' s instructions and enacted a series of laws for the colony against gambling, drunkenness, idleness and the breaking of the Sabbath. The House of Burgesses, as it came to be called, then adjourned. But, by its action, this house gave notice that it was prepared to go its own way and assume authority to legislate on matters that it regarded as beneficial for the community. It demonstrated a degree of independence that would be repeated many times in the future by other colonial legislative bodies. When, in 1639, the king instructed the Virginia governor to summon the Burgesses together each year, he was simply acknowledging what had been going on for quite some time. Nonetheless, final authority in the colony still rested with the governor and his council of prominent planters.

With the arrival of the Pilgrims at Plymouth on November 21, 1620, some forty-one settlers aboard the vessel, the *Mayflower*, signed a compact by which they pledged allegiance to their " dread sovereign, the King," and did " covenant and combine ourselves together into a civil Body Politik." They further promised to obey whatever laws were thought to be " meet and convenient for the general Good of the Colony." [1] This Mayflower Compact thus became the authority by which the settlers made their own laws and chose their own officials. At first every settler had the right to vote, but later religious and property qualifications were added to the requirements for suffrage.

Other Puritans, led by John Winthrop, undertook the first " Great Migration" to America in 1630 and landed in Boston. Winthrop assured the settlers that if they bound themselves together " as one man," God would protect them and provide for their prosperity. " We shall be as a city upon a hill," he preached, " the eyes of all people are upon us." [2]

In this Massachusetts Bay Colony the governor and eighteen assistants elected by the freemen, called the General Court, administered the community. But dissatisfaction with this arrangement caused the General Court in 1634 to permit the towns to elect deputies to sit with the assistants. Then, ten years later, the court divided into two houses and thereby created a bicameral commonwealth based on representative government.

Virginia and Massachusetts were only two of the colonies established under British rule; nearly a dozen more followed over the next century. Some were founded and governed by a proprietor or by stockholders in a company, but ultimately most of them evolved into colonies under royal control with a governor and one or two houses of appointed and elected officials. Legislative assemblies, representing the people, became an integral part of the governmental operation.

As the number of immigrants to the New World increased and the frontier moved steadily westward, the colonists became increasingly detached from the Mother Country. Far from England, they lacked regular direction from a ruling body in London, and they needed laws by which they could thrive in a hostile environment—where Native Americans regularly thwarted their efforts to obtain additional land. Thus, the settlers relied on their local assemblies to address their concerns. The colonies had no real representation in Parliament and therefore they became more and more independent, especially in their thinking about raising taxes to operate their local governments, paying the salaries of their officials, increasing the size of the militia to fight Indians and generally settling local disputes. Most important, the colonists thrived under this policy of " salutary neglect" by the Mother Country.

The rivalry between England and France that developed into a hundred years of warfare, starting in the late seventeenth century and extending well into the eighteenth century, forced the colonies to confront the danger of the French presence in Canada and their intrusion into territory across the Allegheny Mountains. To counter this threat, representatives from seven colonies—Massachusetts, Rhode Island, Connecticut, New Hampshire, New York, Pennsylvania and Maryland—met in Albany in June 1754, along with over a hundred Iroquois chiefs, and discussed a Plan of Union for the common defense. Formulated by Benjamin Franklin of Pennsylvania, it recommended the establishment of a continental government with representatives from each colony. It included a president-general to be appointed by the king, who had authority to veto bills passed by the representatives. It would meet annually to regulate such matters as Indian affairs, public lands and a colonial militia. This was the first effort in America to bring about a continental assembly to act for the entire population, but both the Crown and the several colonial legislatures rejected the plan.

The defeat of France and the acquisition of Canada by Great Britain led to problems in administering an expanded empire, and the Parliament in London ended the policy of " salutary neglect" and enacted a series of laws by which duties were levied on English imports into America, with part of the revenue to go toward paying the salaries of royal officials in the colonies. Not only did these laws tax Americans without their consent (according to their view), but they also eliminated the one lever of power the colonists had over their royal governors—namely, the appropriation of their salaries and the salaries of their advisers and other officials.

In protesting these actions taken by Parliament, the colonists insisted they were simply claiming their rights as Englishmen to manage their internal affairs through their duly elected assemblies. Predictably, the British Parliament rejected this argument.

A contest of will ensued, and violence soon erupted. The Boston Massacre, the

Boston Tea Party and the resulting Coercive Acts of 1774 (which closed the port of Boston, forbade town meetings and quartered soldiers among civilians, among other things) further exacerbated the problem. These Intolerable Acts, as the colonists dubbed them, triggered the convocation of delegates assembled from all the colonies, save Georgia, to agree on demands and devise strategy to pressure Britain into recognizing the rights of colonists. When the First Continental Congress convened in Carpenter's Hall in Philadelphia in September 1774, most delegates had no intention of initiating rebellion. They were still, by and large, loyal to the Crown.

It is important to note that they used the word "Congress" to describe this assembly. That word did not mean a legislative body as it is used today. A congress in the eighteenth and nineteenth centuries usually denoted a diplomatic assembly of sovereign national states, such as the Congress of Vienna in 1815 that arranged the peace following the Napoleonic Wars. The countries taking part in the Congress of Vienna were independent nations. So the delegates at the First Continental Congress represented a collection of individual entities, each of which had special needs and interests. And although they had separate concerns and separate governing bodies, they had a common purpose and goal which bound them together.

In addressing their deeply felt grievance, the First Continental Congress executed a number of important actions. It demanded the repeal of the Intolerable Acts, the repeal of all taxes and a return to a policy of "salutary neglect." Furthermore, it agreed to collective economic sanctions against Great Britain, namely, the imposition of a policy of nonimportation of British goods, starting on December 1, 1774, and nonexportation of American goods on September 1, 1775. This Continental Association was to be enforced by committees within each colony chosen by those qualified to participate in assembly elections, thereby involving the entire electorate in the effort. However, merchants and planters failed to carry out the nonimportation and nonexportation agreements, and Parliament refused to accept the claims of the colonists, or relax its rule.

So the crisis escalated, and a Second Continental Congress convened in the State House in Philadelphia in 1775. Some of the members of this Congress favored the radical cause of independence; they included John Adams and Samuel Adams of Massachusetts, Richard Henry Lee and George Wythe of Virginia, and Christopher Gadsden of South Carolina, but they were balanced by moderates such as John Dickinson and James Wilson of Pennsylvania, and John Jay of New York. Even so, most of these delegates realized that if conflict or revolution ensued it must not come from any action by Congress but from the continued provocations of Great Britain. The delegates must stand together and project the appearance of unanimity, not disagreement or discord.

As subsequently happened, Britain played into the hands of the radicals. It pushed the delegates into adopting revolutionary action. Bloodshed occurred at Lexington and Concord and at Bunker Hill in Massachusetts, whereupon these delegates dared to proceed further to seek redress of their grievances. They raised an army, issued Continental currency and opened negotiations with foreign powers to win support and intervention.

As the fighting continued, the move toward independence accelerated. In 1776, North Carolina instructed its delegates in Congress to seek separation, and on June 7, Richard Henry Lee of Virginia submitted a resolution which declared that the colonies are "and of right ought to be, free and independent states." [3] A committee was formed to write a justification of the action to be taken should Congress vote to adopt the resolution. Thomas Jefferson, the principal author of the document, wrote an eloquent statement about human liberty and equality. On July 2, 1776, the Lee resolution was passed, and on July 4, the Declaration of Independence was adopted without dissent.

These delegates were united in the single goal of winning independence from Britain, but they had little enthusiasm for creating a controlling central government. After all they were committed to their individual "sovereign" states. Still they needed a central authority of some sort to attend to such problems as providing military and financial resources for their common goal. So another committee prepared a proposal outlining the structure of a national government. This was the Articles of Confederation, a document written mainly by Dickinson. It constituted a major breakthrough in the development of representative government for a collection of sovereign entities. It declared that the several states were to be joined in a "perpetual union" and a "firm league of friendship." But it also admitted that each state would retain its "sovereignty, freedom, and independence." And it created a unicameral Congress representing all the states.[4]

But the Articles failed. The document lacked the instruments of government essential to make it work effectively. It lacked the ability to coerce or enforce its laws and the power to tax; it forbade any commercial treaty that might limit the right of individual states to levy their own import duties; and it required a unanimous vote by the states to amend the Articles, something that proved to be impossible. In other words, this central government was subservient to thirteen other governmental bodies.

It took until March 1, 1781, for the Articles of Confederation to be ratified, since ratification also required unanimous approval. Maryland refused its consent until all the states ceded their western lands to the central government.

Meanwhile, in mid-October 1781, the British army surrendered at Yorktown and the struggle for independence came to an end. The following year a provisional peace treaty was signed in Paris and later ratified by Congress.

Lesson 20

The Final Reading Exercise, The Trial Manuscript, and Certification

Upon completion of Lesson 19, the student has been introduced to the rules of Unified English Braille necessary for the transcription of general reading materials and has been provided information for locating less commonly used symbols and rules that are not thoroughly discussed in this course. In order to demonstrate that the rules have been mastered and to achieve national certification, the student is asked first to submit a final reading exercise and then to prepare and submit a manuscript to the Library of Congress.

20.1 The Reading Exercise

Prior to the submission of a trial manuscript, the student must first successfully complete a braille reading exercise. After completing and passing the transcription exercise at the end of Lesson 19, the student should request the final reading exercise either by emailing transcribers@nfb.org or by calling 410-659-9314 (ext. 2510). The exercise can be sent and received either by email or postal mail; the specific arrangements will be determined with the student when the request is made.

If significant errors are made on the reading exercise, the student will be asked to complete another such exercise before proceeding to the manuscript.

20.2 Trial Manuscript in General

The certification manuscript must consist of at least thirty-five full braille pages, including preliminary pages, taken from a general reading book. Several partial pages adding up to twenty-five braille lines count as one page. Submit thirty-six braille pages if a transcription includes a dedication page that contains less than twenty-five braille lines, but all other pages are full.

The manuscript may be prepared using a braillewriter, a computer using a direct-input braille program, or a computer using braille translation software. If a translation program is used, bear in mind that the software can sometimes introduce unexpected errors—therefore the student must carefully correct the final copy to ensure that the braille

knowledge gained from studying the course lessons is applied in the preparation of the manuscript.

Submit all manuscripts in single-sided embossed form. Interpoint (braille on both sides of the page) will not be accepted, nor will electronic files or simulated braille. If the copy has been produced on a computer and embossed, remove all sprocket strips, separate and collate the pages, and remove all blank pages. The manuscript should be submitted so that it is ready to read. It is not necessary, but it may be bound with a spiral binding. Thermoformed copies of the manuscript will not be accepted. It is highly recommended that, if possible, the student keep a thermoformed copy of a manuscript that was prepared on a braillewriter.

The basis for the certification manuscript must be a print book, not an e-book. A copy of the print book used, or photocopies of the pages transcribed including all of the preliminary pages contained in the print copy, should accompany the manuscript. The print copy will be returned along with the evaluation report and the original braille pages.

20.3 Choosing a Book for the Manuscript

The book selected for the manuscript should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure.

The book chosen for the manuscript *must contain a table of contents* and use a level of vocabulary approximately equal to a high school text. Do not choose an illustrated book for your manuscript or one that contains pictures that must be described or depicted as tactile graphics.

The manuscript should resemble a complete braille book as closely as possible. Use a 40-cell braille line and a running head. When the required number of pages has been transcribed, end at a logical place such as at the end of a paragraph. Points will be deducted if the manuscript ends in the middle of a sentence. The words **THE END** should be placed on the last page in the prescribed manner.

20.4 Formatting the Book

Formatting or structuring are terms used for carefully perusing and making decisions as to how to handle the basic braille layout of the book. It is very important that this be done for every book before starting to braille. Structuring ensures consistency throughout a braille version. When structuring the book that you have chosen for the manuscript, look for such things as dialect, special typefaces, quoted material, preliminary page setup, headings, graphs, tables, etc. Decide how you are going to handle each item before you start to braille. Also decide upon the running head and centered, cell-5, or cell-7 headings.

If the chosen book contains footnotes, include the references and footnotes in your manuscript. If the book uses endnotes, transcribe the references that occur in the text, and treat the endnotes as if they were footnotes—that is, place the notes referenced on a given page at the end of that page, according the the format for footnotes discussed in Lesson 17. Explain this change on the Transcriber's Notes Page. The converting of endnotes to footnotes is specific to the trial manuscript. After certification, transcribe endnotes according to §16.7 in *Braille Formats.*

If there are items in the book that you are not comfortable with, such as maps or flowcharts, choose a different book for the manuscript.

20.5 Beginning Pages

All pages at the beginning of a book, such as a dedication, acknowledgments, preface, author's note, foreword, table of contents, introduction or prologue, should be included in the braille transcription—with one exception. None of the items discussed under 19.2b(1) *Cover/Jacket Material* are to be included in the manuscript.

The title page should be prepared following the instructions in Lesson 19. After certification, future title pages should be prepared at the direction of the agency for which the transcriber works.

If the student is affiliated with a transcribing group, list that group's name on the title page, as shown in the example in 19.2a(1). If the student has no group affiliation, list only the transcriber's city and state.

Because the manuscript is a facsimile of a complete book, place the words **In 1 Volume** instead of Volume 1 on the title page. The contents page should contain only the chapters and pages that actually appear in the thirty-five pages of the manuscript. Do not braille the entire table of contents.

Include a special symbols page and a transcriber's notes page if appropriate.

Start the first chapter on a new braille page, and do not divide symbols-sequences between lines unless they are too long to fit on one line.

20.6 Accuracy and Neatness

A high degree of accuracy and neatness is expected of the student in the preparation of the certification manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures. If an error has been made in page numbering, the appropriate pages must be repeated.

Omission or repetition of part of the text is undoubtedly the most serious error that can occur because it results in material that is often incomprehensible to the reader. As such an error is most likely to occur when the same word or words appear on two consecutive print lines, you are cautioned to guard against losing your place in the print copy, thereby either omitting the second line or repeating the first line.

20.7 Erasures

If the grader of the manuscript can feel an erasure, it will be counted as an error. Therefore, erasures should be resorted to only rarely. Follow the directions for erasing as presented in the *General Course Instructions* at the beginning of this manual.

20.8 Editing

It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation — where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncrasies in such matters. George Bernard Shaw often used simplified spelling and omitted periods after many abbreviations.

There are occasions in print (just as in braille) when errors do occur, and these the transcriber should correct; however, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or archaic spelling. For example, in the sentence, *Teh farmer sold his milch cows*, it is clear that the *e* and *h* in the word *the* have been reversed and should be corrected. However, although the word *milch* is archaic, it was the author's choice and should not be changed to *milk*.

20.9 Proofreading

The certification manuscript should be the work of the student and no one else. While preparing the manuscript, the pages should be proofread as they are brailled. After brailling seven to ten pages they should be proofread again. When the manuscript is finished, it is suggested that it be left alone for at least a week. The final proofreading, after the student has had a rest from the material, should expose any remaining errors. If the manuscript is generated by a computer, the pages should be carefully proofread *after* embossing.

The work *should not* be proofread by anyone other than the student. The trial manuscript is a test of the student's knowledge and ability, not of anyone else's proofreading skills.

20.10 A Letter to the Grader

A letter, in braille, to the grader from the student should accompany every manuscript. In the letter, tell the grader about anything unusual that was encountered in print such as format irregularities, dialect, or unusual foreign names. If any editing (see *Editing*, above) was done, this too should also be explained. Do not include these explanations on a transcriber's notes page. The letter is not to be counted as part of the thirty-five-page manuscript. Points will not be deducted for errors in the letter.

20.11 Mailing the Manuscript

Instructions for mailing the manuscript are on page xvii of the General Course Instructions.

20.12 Grading

The following system for grading manuscripts is used. A perfect manuscript is given a grade of 100. A grade of 80 is required for certification. The list below shows how points are deducted for errors. If the same error in the use or omission of contractions occurs consistently with respect to the same word, it is counted only once, unless it is a contraction error particular to the use of translation software. Format errors may sometimes be counted together as a single error. Otherwise, each error is counted separately.

Errors and Points

Contractions omitted or misused: 2
Characters misformed (including added or omitted dots): 1
Incorrect division of symbols-sequences: 2
Letters inserted or omitted: 2
Text omitted or repeated: 3
Software-specific errors (such as incorrect apostrophes, out-of-place typeform indicators, inserted paragraph or page breaks, and the like): 3
Spacing errors: 2
Format irregularities: 2
Omitted or inserted punctuation or indicators: 2
Braille pages out of order or not collated: 2
Erasures, if detected: 2

If the score on the first manuscript is between 75 and 79, the student will be asked to submit a second manuscript of twenty-five pages. If a successful score has still not been reached after a third try, the student is directed to wait twelve months and retake the transcribing course before submitting a final fourth manuscript.

20.13 Appealing the Test Results

If a student feels that points were deducted erroneously, a print or braille letter should be sent to: Manager of Braille Programs, National Federation of the Blind, 200 East Wells Street at Jernigan Place, Baltimore, MD 21230. Along with the letter, send the pertinent braille pages of the manuscript and the corresponding print pages.

20.14 Certification

A *Certificate of Proficiency in Braille Transcribing,* signed by the Librarian of Congress and the Director of the National Library Service for the Blind and Physically Handicapped, will be awarded upon successful completion of the manuscript. Library of Congress certification is a symbol recognized worldwide and something to be very proud of.
GOOD LUCK!

Appendix A

Reading Practice

LESSON ONE

movie tickets	100 bees buzz
safe bet	twelve dolls
ants make anthills	6 girls jump rope
blue umbrella	8 kettledrums boom
no vacancy	all alike
walnut pancakes	cute quadruplets
probably nice	flea bite
2 yule logs	64 obsolete autos
zigzag road	idiotic idea
spicy salami	beetles scurry
club bylaws	add two plus two
torn cuff	aerial view
free giveaway	wise old man
35 crazy coyotes	79 lively ladies

LESSON 2

Fans cool a big room rapidly.

Take AIRPORT ROAD six miles; turn left on MYRTLE AVE.

A kilogram equals 1,000 grams.

Melissa turns five next week; Hannah turns six.

An antonym is an opposite.

Eat a snack at 10:30.

Hey! Look at Lisa run.

A nautical mile is 6,076 feet.

We drove 595.7 miles.

Is MAGIC MUSIC on Bay View Road?

A black lace dress makes Jill look svelte.

I may visit my uncle on my way home.

Vicki, give me a nice juicy apple pie.

Hum a tune: NOTES TO MY LOVE.

Did $3,000 seem adequate to fly to Johannesburg?

Laurie saw a five- or six-act play.

LESSON 3

Kim loves colors: rose, cobalt blue, puce (deep purple), orange.

"'Twas a fair trade!" Sam retorts.

If I ask, respond yes/no.

Hippocrates—Greek physician.

My boss says John Sm____ has a bad record.

Hannah has a six-week-old Siamese cat.

"Buzz" is onomatopoetic.

EXPRESS AISLE ONLY—PAY AT DESK

Sodium nitrate makes rocket propellant; explosives, too.

Joanna O'Toole has a cute baby boy.

Tell me! Has Lori ____ a secret love?

Put on a happy/sad face.

Jane says David is a —.

Pause at Mike's Place—Gas,

Food—Exit 172

Twelve (12) lots sold; only six (6) left.

Rob's dog, Ali-Baba, is a 6-week-old puppy.

Dragonflies dazzle visitors at New York's Natural Museum [exhibit July 19-27].

I secretly kept an $8,000 Swiss clock.

He says Natalie's excuse is plausible; seems debatable to me.

A horrible hurricane came to Mississippi etc.—2005, if I recall correctly.

My GPS usually helps; two weeks ago, I drove a million mile circle.

LESSON 4

1. Hold the handle of the suitcase so it won't drop.
2. As with all people, Adam has faults.
3. "For the love of Pete—quit that!"
4. Will gives me the willies.
5. That's very pretty, Andrea—did you color it?
6. Can a cannibal eat fruit?
7. I'd rather see Dan Rather at 7:00.

8. It's not too cold, but button Sandy's coat anyway.

9. Don't call that "can-do" guy a dodo.

10. Quiet! Quit that! It is quite late.

11. Do you have the knowledge it takes for that job?

12. GO-FOR-IT, Goofy!

13. It is likely that Jack will like that coat.

14. Jimmy Frome ran home from the pond.

15. So, let's all go visit London's Soho.

16. As soon as I can, I will make candy.

17. I see more and more Moresque designs.

18. "And for the life of me, I can't see my glasses," cries Wanda.

19. The people of the People's Republic want an equal voice.

LESSON 5

1. Why don't you wait and dig the posthole next week?

2. He can't do it without my say-so.

3. See that child? She stole my chips!

4. Shhh! Look, they still have the whiskey still out on the back forty.

5. Whether I vote or not, Whit will see victory, which will make me very happy.

6. The woman with the stethoscope is Stella's physician.

7. This is the cottage with the thatch on the roof, Matthew.

8. "Oust that bourgeois creep from my boudoir, at once!" Madame Bouley implores.

9. This is the 1st grade room—that room is for 2nd grade.

10. Which shall we have, sour pickles or sweet relish on our sandwiches?

11. "That is an out-and-out lie!" Christy shouts loudly.

12. A favorite port o' call for tour ships is St. Thomas.

13. Stillmore is a village I'll have to visit on my next trip.

LESSON 6

1. I can't figure out what she is saying, she mutters so.

2. I want freedom from the daily drudgery of my job.

3. Leigh got a job at the local bakery baking rolls and coffee cakes.

4. The shower water runs slower if the valve is lower.

5. Ring Madame now—tell her Edith is bringing luncheon.

6. Put the clothes on the washboard.

7. Herbert is a pedantic fellow.

8. We'll signal the aeroplane and give Eric warning of the storm.

9. Is the car parked outside the garage?

10. What a ghastly sight!

11. Artist, Alexis Rockman, draws lovely pictures of tropical forests.

12. Which'll you have (the tuna sandwich or the beef)?

13. While you are away, we will take the child skating—skates cost $25.50.

14. we are learning the material by looking it up on www.history.com.

15. This is terrible! How will we get out?

16. "Shall we waltz?" he asked softly.

17. People who are overweight need light diets and lots of exercise.

18. Following the dynamite blast, the mud oozed down the hillside.

19. I am surprised that you are still planning that trip.

LESSON 7

Chitchat

"Good morning, Inga. Say, thanks for sending me that letter from Virginia. How was the rest of the trip?"

"Oh, lots of fun, Ed. I took a lot of pictures. But we were so tired when we got home last night—and I'm still tired this morning!"

"Did you visit the historical sites in

Maryland and Connecticut?"

"No, it was a quick trip and we'll do enough of that when Beatrice visits next year."

"Weren't you going with Connie next year?"

"Yes, but she's taking a new job in the District of Columbia (which, in my opinion, is not a good idea), so I don't think she will go."

"Well, tell Josh I said hello. I'm glad it was a good trip. Let's have a picture showing soon. You'll feel better when you've rested a little more."

"I'll be seeing you, Ed. I'm in a hurry now. I haven't paid all my bills yet and Josh wants his books returned/renewed this morning."

LESSON 8

SUCCESS STORY

Greg's past included peddling papers, clerking at the tobacco shop and slinging hamburgers at a fast-food spot. When he was offered a job as a cook at the up-scale Truffles Restaurant he accepted, even though he'd not heard of dishes like stuffed eggplant or cabbage braised in stock.

He left the first order of fried mushrooms and zucchini (an hors d'oeuvre that was a house special) in the deep fryer for twenty minutes. The irate customer sent the blackened, unappetizing dish back to the kitchen.

Edith (who preferred to be called Eddie), the

bubbly waitress, just giggled and told Greg not to worry. When she first started waiting tables she put saccharine in the sugar bowl, mistook iced tea for lemonade, and dropped a dish of hot peach cobbler with ice cream into a customer's lap.

At last the head chef, Pierre, was agreeable to the idea of taking Greg aside for two hours every week for cooking lessons. Now, a year later, people come from far and wide to enjoy the delicacy of the house,"Aubergine a la Greggory."

LESSON 9

Rusty

Mother often tells us of the young person who played a large part in the building of her character as a child. His name was Gaylord Everett, but everyone used his nickname, Rusty, because of his red hair. He was about ten years older than she, going to college and studying to be a doctor. He was not a worldly fellow then, but bright and of fine character with a deep belief in all things spiritual.

My grandfather was a doctor and Rusty visited frequently, riding out with grandfather in the buggy to visit the sick in the neighborhood, hoping to learn the more practical aspects of medicine. Sometimes my mother got to take part in these sojourns to outlying farms. She told us of how she'd play with the dogs in the yard or look in the barn where there were

often little kittens sleeping in the hay, while grandfather and Rusty delivered a baby, set a broken bone, or treated a child with the croup.

Because of his warm smile and helping hand, Rusty was always welcome wherever he went. When he graduated from medical school and got a posting at a hospital many miles away in Somerset he rarely had time to visit. But mother never forgot the young man who, many years later, won the Nobel Prize for medicine.

LESSON 10

Welcome to the Old River Inn

The Old River Inn, located in the heart of plantation country, is an intimate guest hotel, preserving the charm of the past in harmony with the amenities and conveniences of the present. Overlooking the Frances River and surrounded by 100-year-old oaks dripping with Spanish moss, the original inn was built in 1817. Completely restored in 2008, great care has been taken to retain the historical significance of the original structure.

Guests will be met at the railroad station by a horse-drawn carriage and transported in the style of the 1800s to the inn. There they will be treated daily to a complimentary continental breakfast and a 5:00 wine reception. The gracious dining room features foods of the Old

South. Braille menus and special menus for children are available.

Following a tour of the historic district or a business meeting, the Old River Inn offers a pleasing selection of relaxing diversions. Every room has wide-screen, color television. Downstairs soft piano music fills the lounge. Stroll the river walk in the twilight or enjoy a favorite libation and a game of skill in the inn's Billiard Room.

We will be glad to coordinate any dining reservations or arrange historic tours.

LESSON 11

Dear Lynne,

True to my word, I am writing this letter tonight in order that it will be on its way to you tomorrow morning. How I wish you could have been with us today! We attended the annual gymnastic exhibition at the school for the blind, and it was an experience I shall always remember. We found it necessary to be there long before 2:00, as the good seats were almost all taken.

The beginning of the program brought an immediate response from the large audience, and we were quick to perceive the excellence of the physical training being given these young blind people. We found ourselves rejoicing in the charm of the folk dances, and I declare that I have never seen more precise calisthenics. We were much impressed with the complicated drills with wands, Indian clubs and

dumbbells, and thrilled with the excitement of the races in rope climbing. Wrestling and tumbling, followed by a fascinating exhibition of swimming and diving, completed a program which was altogether amazing.

Come with us when we visit the school again; you will be as impressed as we were.

Sincerely yours,

Julia Goodfellow